

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140163      P015B140163

Univ of Washington

**University of Washington**  
**South Asia National Resource Center and Foreign**  
**Language and Area Studies Fellowships Application**  
**CFDA Numbers 84.015A & B**  
**ORIGINAL**

<b>Application for Federal Assistance SF-424</b>		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <b>* Other (Specify):</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>
<b>* 3. Date Received:</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	<b>4. Applicant Identifier:</b> <div style="border: 1px solid black; padding: 2px;">A95326</div>	
<b>5a. Federal Entity Identifier:</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	<b>5b. Federal Award Identifier:</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> <div style="border: 1px solid black; width: 80px; height: 15px;"></div>	<b>7. State Application Identifier:</b> <div style="border: 1px solid black; width: 200px; height: 15px;"></div>	
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> <div style="border: 1px solid black; padding: 2px;">University of Washington</div>		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <div style="border: 1px solid black; padding: 2px;">916001537</div>	<b>* c. Organizational DUNS:</b> <div style="border: 1px solid black; padding: 2px;">0428035360000</div>	
<b>d. Address:</b>		
<b>* Street1:</b> <div style="border: 1px solid black; padding: 2px;">Office of Sponsored Programs</div> <b>Street2:</b> <div style="border: 1px solid black; padding: 2px;">4333 Brooklyn Avenue NE</div> <b>* City:</b> <div style="border: 1px solid black; padding: 2px;">Seattle</div> <b>County/Parish:</b> <div style="border: 1px solid black; padding: 2px;">King</div> <b>* State:</b> <div style="border: 1px solid black; padding: 2px;">WA</div> <b>Province:</b> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <b>* Country:</b> <div style="border: 1px solid black; padding: 2px;">USA: UNITED STATES</div> <b>* Zip / Postal Code:</b> <div style="border: 1px solid black; padding: 2px;">98195-9472</div>		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> <div style="border: 1px solid black; padding: 2px;">Henry M. Jackson School of International Studies</div>	<b>Division Name:</b> <div style="border: 1px solid black; padding: 2px;">South Asia Center</div>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> <div style="border: 1px solid black; width: 80px; height: 15px;"></div> <b>Middle Name:</b> <div style="border: 1px solid black; width: 150px; height: 15px;"></div> <b>* Last Name:</b> <div style="border: 1px solid black; padding: 2px;">Arias</div> <b>Suffix:</b> <div style="border: 1px solid black; width: 80px; height: 15px;"></div>	<b>* First Name:</b> <div style="border: 1px solid black; padding: 2px;">Lynette</div>	
<b>Title:</b> <div style="border: 1px solid black; padding: 2px;">Director, Office of Sponsored Programs</div>		
<b>Organizational Affiliation:</b> <div style="border: 1px solid black; padding: 2px;">University of Washington</div>		
<b>* Telephone Number:</b> <div style="border: 1px solid black; padding: 2px;">206-543-4043</div>	<b>Fax Number:</b> <div style="border: 1px solid black; padding: 2px;">206-685-1732</div>	
<b>* Email:</b> <div style="border: 1px solid black; padding: 2px;">osp@uw.edu</div>		

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

US Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers & Foreign Language & Studies Fellowships Program

### \* 12. Funding Opportunity Number:

NRC: 053014-001 FLAS: 053014-002

\* Title:

National Resource Centers Program and Foreign Language & Area Studies Program

### 13. Competition Identification Number:

FR Doc: 2014-125581

Title:

National Resource Centers Program and Foreign Language & Area Studies Program for South Asia

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

N/A

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers Program and Foreign Language & Area Studies Program for South Asia

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant

WA-007

\* b. Program/Project

WA-007

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

8/15/2014

\* b. End Date:

8/14/2018

**18. Estimated Funding (\$):**

\* a. Federal

642,433

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

642,433

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

\* First Name:

Lynette

Middle Name:

\* Last Name:

Arias

Suffix:

\* Title:

Director, Office of Sponsored Programs

\* Telephone Number:

206-543-4043

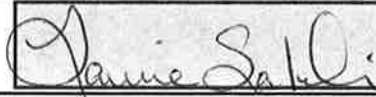
Fax Number:

206-685-1732

\* Email:

osp@uw.edu

\* Signature of Authorized Representative:



\* Date Signed:

6/26/14

Laurie Salehi  
Grant and Contract Administrator  
Authorized Signing Official  
Office of Sponsored Programs

## INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (\*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

<p><b>1. Type of Submission:</b> (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li>▶ Pre-application</li> <li>▶ Application</li> <li>▶ Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date.</li> </ul>	<p><b>10. Name Of Federal Agency:</b> (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>
<p><b>2. Type of Application:</b> (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li>• <b>New:</b> An application that is being submitted to an agency for the first time.</li> <li>• <b>Continuation:</b> An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals.</li> <li>• <b>Revision:</b> Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided.</li> </ul> <div style="margin-top: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. Increase Award</p> <p>B. Decrease Award</p> <p>C. Increase Duration</p> </div> <div style="width: 45%;"> <p>D. Decrease Duration</p> <p>E. Other (specify)</p> </div> </div> </div>	<p><b>11. Catalog Of Federal Domestic Assistance Number/Title:</b> Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
<p><b>3. Date Received:</b> Leave this field blank. This date will be assigned by the Federal agency..</p>	<p><b>12. Funding Opportunity Number/Title:</b> (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
<p><b>4. Applicant Identifier:</b> Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>	<p><b>13. Competition Identification Number/Title:</b> Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>
<p><b>5a. Federal Entity Identifier:</b> Enter the number assigned to your organization by the federal agency, if any.</p>	<p><b>14. Areas Affected By Project:</b> This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>
<p><b>5b. Federal Award Identifier:</b> For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>	<p><b>15. Descriptive Title of Applicant's Project:</b> (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
<p><b>6. Date Received by State:</b> Leave this field blank. This date will be assigned by the state, if applicable.</p>	<p><b>16. Congressional Districts Of:</b> 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
<p><b>7. State Application Identifier:</b> Leave this field blank. This identifier will be assigned by the state, if applicable.</p>	<p><b>17. Proposed Project Start and End Dates:</b> (Required) Enter the proposed start date and end date of the project.</p>
<p><b>8. Applicant Information:</b> Enter the following in accordance with agency instructions:</p> <p><b>a. Legal Name:</b> (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting <a href="http://www.Grants.gov">www.Grants.gov</a>.</p> <p><b>b. Employer/Taxpayer Number (EIN/TIN):</b> (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p>	<p><b>18. Estimated Funding:</b> (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses..</p>

<p><b>c. Organizational DUNS:</b> (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting <a href="http://www.Grants.gov">www.Grants.gov</a>.</p> <p><b>d. Address:</b> Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).</p> <p><b>e. Organizational Unit:</b> Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.</p> <p><b>f. Name and contact information of person to be contacted on matters involving this application:</b> Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7. a. Telephone number and email (Required); fax number.</p>	<p><b>19. Is Application Subject to Review by State Under Executive Order 12372 Process?</b> (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State</p>																								
<p><b>9. Type of Applicant:</b> (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td>A. State Government</td> <td>M. Nonprofit</td> </tr> <tr> <td>B. County Government</td> <td>N. Private Institution of Higher Education</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Individual</td> </tr> <tr> <td>D. Special District Government</td> <td>P. For-Profit Organization (Other than Small Business)</td> </tr> <tr> <td>E. Regional Organization</td> <td>Q. Small Business</td> </tr> <tr> <td>F. U.S. Territory or Possession</td> <td>R. Hispanic-serving Institution</td> </tr> <tr> <td>G. Independent School District</td> <td>S. Historically Black Colleges and Universities (HBCUs)</td> </tr> <tr> <td>H. Public/State Controlled Institution of Higher Education</td> <td>T. Tribally Controlled Colleges and Universities (TCCUs)</td> </tr> <tr> <td>I. Indian/Native American Tribal Government (Federally Recognized)</td> <td>U. Alaska Native and Native Hawaiian Serving Institutions</td> </tr> <tr> <td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td> <td>V. Non-US Entity</td> </tr> <tr> <td>K. Indian/Native American Tribally Designated Organization</td> <td>W. Other (specify)</td> </tr> <tr> <td>L. Public/Indian Housing Authority</td> <td></td> </tr> </table>	A. State Government	M. Nonprofit	B. County Government	N. Private Institution of Higher Education	C. City or Township Government	O. Individual	D. Special District Government	P. For-Profit Organization (Other than Small Business)	E. Regional Organization	Q. Small Business	F. U.S. Territory or Possession	R. Hispanic-serving Institution	G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)	H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)	I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions	J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity	K. Indian/Native American Tribally Designated Organization	W. Other (specify)	L. Public/Indian Housing Authority		<p><b>20. Is the Applicant Delinquent on any Federal Debt?</b> (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p> <p><b>21. Authorized Representative:</b> To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>
A. State Government	M. Nonprofit																								
B. County Government	N. Private Institution of Higher Education																								
C. City or Township Government	O. Individual																								
D. Special District Government	P. For-Profit Organization (Other than Small Business)																								
E. Regional Organization	Q. Small Business																								
F. U.S. Territory or Possession	R. Hispanic-serving Institution																								
G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)																								
H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)																								
I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions																								
J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity																								
K. Indian/Native American Tribally Designated Organization	W. Other (specify)																								
L. Public/Indian Housing Authority																									

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:  First Name:  Middle Name:  Last Name:  Suffix:

**Address:**

Street1:   
Street2:   
City:   
County:   
State:   
Zip Code:   
Country:

Phone Number (give area code)

Fax Number (give area code)

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

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## INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

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**1. Project Director.**

Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

**2. Novice Applicant.**

Check **"Yes"** or **"No"** only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank**.

Check **"Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking **"Yes"** the applicant certifies that it meets these novice applicant requirements. Check **"No"** if you do not meet the requirements for novice applicants.

**3. Human Subjects Research.**

(See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

**If Not Human Subjects Research.**

Check **"No"** if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

**If Human Subjects Research.**

Check **"Yes"** if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check **"Yes"** even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

**3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.**

Check **"Yes"** if all the research activities

proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information Form SF 424."

**3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.**

Check **"No"** if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information Form SF 424"

**3a. Human Subjects Assurance Number.**

If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended / selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

### NOTE ABOUT

### INSTITUTIONAL REVIEW BOARD APPROVAL.

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ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

## **PAPERWORK BURDEN STATEMENT**

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According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education  
Washington, DC 20202-4700

If you have comments or concerns regarding the status of your individual submission of this form write directly to:

Joyce I. Mays  
Application Control Center  
U.S. Department of Education  
550 12th St. SW, Room PCP 7076  
Washington, DC 20202-4260

# DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

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(Attachment to Instructions for Supplemental Information for SF 424)

## DEFINITIONS

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### Novice Applicant (See 34 CFR 75.225).

For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

## PROTECTION OF HUMAN SUBJECTS IN RESEARCH

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### I. Definitions and Exemptions

#### A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

##### —Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed

to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.*

Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

##### —Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

#### B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

- (1) Research conducted in established or commonly accepted educational settings,

- involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
- (6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
- ## II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives
- If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.
- ### A. Exempt Research Narrative.
- If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.
- ### B. Nonexempt Research Narrative.
- If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.
- (1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the



characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

- (2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.
- (3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.
- (4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.
- (5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely

effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

- (6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:

Grants Policy and Oversight Staff  
Office of the Chief Financial Officer  
U.S. Department of Education  
Washington, DC 20202-4250

Telephone: 202-245-6120

and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:

[www.ed.gov/about/offices/list/OCFO/humansub.html](http://www.ed.gov/about/offices/list/OCFO/humansub.html)

**NOTE:** The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

# U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington, South Center, FY 2014-2017

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

## SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	131,572	136,535	141,697	147,065		556,870
2. Fringe Benefits	22,307	23,133	23,989	24,880		94,309
3. Travel	19,500	13,500	18,500	12,000		63,500
4. Equipment	0	0	0	0		0
5. Supplies	7,500	7,500	7,500	7,500		30,000
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	76,300	80,800	68,800	68,800		294,700
9. Total Direct Costs (lines 1-8)	257,179	261,468	260,486	260,245		1,039,379
10. Indirect Costs*	20,574	20,917	20,839	20,820		83,150
11. Training Stipends	369,000	369,000	369,000	369,000		1,476,000
12. Total Costs (lines 9-11)	646,753	651,385	650,325	650,065		2,598,529

### \*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 3/5/2013 To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization <b>University of Washington South Asia Center</b>		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
<b>SECTION B - BUDGET SUMMARY</b> <b>NON-FEDERAL FUNDS</b>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
<b>SECTION C - BUDGET NARRATIVE (see instructions)</b>						

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p><b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs</p> </div> </div> <p><b>APPLICANT ORGANIZATION</b></p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <p>University of Washington</p> </div>	<p><b>TITLE</b></p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <p>Director, Office of Sponsored Programs</p> </div> <p><b>DATE SUBMITTED</b></p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <p>6/26/14</p> </div>
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## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**CERTIFICATION REGARDING LOBBYING**

## Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.


**\* APPLICANT'S ORGANIZATION**

University of Washington

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name: Lynette Middle Name:   
\* Last Name: Arias Suffix:  \* Title: Director, Office of Sponsored Programs

\* SIGNATURE: Completed on submission to Grants.gov \* DATE: Completed on submission to Grants.gov



6/26/14

Laurie Salehi  
Grant and Contract Administrator  
Authorized Signing Official  
Office of Sponsored Programs

**Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352**

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
 \* Name: University of Washington  
 \* Street 1: 4333 Brooklyn Avenue NE    Street 2:   
 \* City: Seattle    State: WA    Zip: 98115  
 Congressional District, if known: WA-007

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**  
 N/A

<b>6. * Federal Department/Agency:</b> <span style="border: 1px solid black; padding: 2px;">US Department of Education</span>	<b>7. * Federal Program Name/Description:</b> <span style="border: 1px solid black; padding: 2px;">National Resource Centers &amp; Foreign Language &amp; Area Studies Fellowship Program</span> CFDA Number, if applicable: <span style="border: 1px solid black; padding: 2px;">84.015A &amp; B</span>
<b>8. Federal Action Number, if known:</b> <span style="border: 1px solid black; padding: 2px;"></span>	<b>9. Award Amount, if known:</b> \$ <span style="border: 1px solid black; padding: 2px;"></span>

**10. a. Name and Address of Lobbying Registrant:**  
 Prefix     \* First Name N/A    Middle Name   
 \* Last Name N/A    Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
 Prefix     \* First Name N/A    Middle Name   
 \* Last Name N/A    Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* Signature:** Completed on submission to Grants.gov

**\* Name:** Prefix     \* First Name Lynette    Middle Name   
 \* Last Name Arias    Suffix

Laurie Salehi  
 Grant and Contract Administrator  
 Authorized Signing Official  
 Office of Sponsored Programs

**Title:** Director, Office of Sponsored Programs    **Telephone No.:** 206-543-4043    **Date:** Completed on submission to Grants.gov

6/26/14

**Federal Use Only:**

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 Standard Form - LLL (Rev. 7-97)



**Information to Meet §602(e) Statutory Requirements**

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.
- The South Asia Center at the Henry M. Jackson School of International Studies at the University of Washington is committed to providing the widest possible range of perspectives on issues of regional, national and global significance. We do this by working with a variety of organizations and individuals, including public and private schools, other institutions of higher education, a multitude of community organizations, peoples of different faiths, business organizations, government institutions, military units, and non-governmental organizations. We are committed to presenting accurate and timely information from a wide variety of perspectives, and no presenter or organization is excluded from any of our programming based on race, religious belief, disability, gender orientation, gender, or political perspective.
- We work with faculty from a wide variety of disciplines, students from across campus and from all segments of the UW population, and all sectors of the local community. We have the South Asia Advisory Board, made up of university faculty and administrators, business people, artists, educators, and writers from the local community. The variety of backgrounds of the populations who are involved in South Asia Center programming, and whose views and ideas are expressed at our programs, is among the widest available, and we strive to expand the scope of our programming to insure that diverse perspectives are always represented.
- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Addressing areas of national need is a major focus of the work of the South Asia Center at the Henry M. Jackson School of International Studies at the University of Washington. By its very nature as a comprehensive center for the study of South Asia, we address national needs. We offer training in critical languages including Bengali, Hindi, Persian and Urdu, all of which are included in the Secretary's list of priority languages. We make this training available to students in all schools and departments at the University of Washington, including all disciplines and professional schools. We also work with and support the South Asia Summer Language Institute (SASLI) at the University of Wisconsin, Madison, and the American Institutes of Indian, Pakistan, and Sri Lanka Studies, through which our students may study other South Asian languages included in the Secretary's priority list, including Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Tamil, Telugu, and Tibetan. The languages we offer are recommended by 5 of the 9 Departments outlined in the Secretary's memo.

SAC faculty and staff work closely with units across campus, including Business, Education, Public Affairs, Medicine, Global Health, Architecture, and Law to ensure that its programs serve the faculty and students of these units. This also helps ensure that the expertise and resources of the center contribute to the creation of South Asia trained scholars in these areas, many of whom go on to work in professional fields in private business, the education sector, government departments, and the non-profit sector.

Our outreach activities also serve national needs through activities such as teacher training, workshops for media professionals, and collaboration with business enterprises to improve the ability of US businesses to work in South Asia.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center:

Name/Title of Authorized Representative (Printed): Lynette Arias

Title: Director, Office of Sponsored Programs Telephone: 206-543-4043

Signature: \_\_\_\_\_

E-mail: osp@uw.edu

Date: \_\_\_\_\_

6/26/14

Laurie Salehi  
Grant and Contract Administrator  
Authorized Signing Official  
Office of Sponsored Programs

### **Plan for Ensuring Equity of Access and Participation in Grant Activities**

(Section 427 of GEPA)

“At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all.”

-President Michael Young

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The UW is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

The following statement appears on all South Asia Center publicity:

“The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation, contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at [dso@u.washington.edu](mailto:dso@u.washington.edu).”

All campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW's Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts around 50 disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT website (<http://www.washington.edu/doi>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic accommodation strategies for students with disabilities, rights and responsibilities of students and faculty with disabilities, and other resources.

As a condition of being a federal contractor, the UW maintains an affirmative action program and has an Office of Equal Opportunity and Affirmative Action. Annually, deans and department chairs are provided an “Affirmative Action Update,” which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets campus-wide goals

for persons age 40 and over, persons with disabilities, disabled veterans, and Vietnam era veterans; special efforts are made to recruit and hire from these groups in goal areas. On an annual basis, deans review with department chairs the status of each department in meeting affirmative action goals. This information is to be shared with search committees as well.

UW puts much effort into the recruiting of minority, economically disadvantaged, or other underrepresented groups.

The UW's Office of Minority Affairs and Diversity mission is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all.

UW is at the forefront of a new collaborative effort to help institutions recruit diverse faculty and staff and assist dual-career couples seeking employment throughout the state. The UW, along with the Bill and Melinda Gates Foundation and the Fred Hutchinson Cancer Research Center, launched the Greater Washington State Higher Education Recruitment Consortium (GWS HERC) in October 2013. The GWS HERC provides resources to employers seeking talented and diverse employees and assists jobseekers looking for work, including couples seeking employment in similar locations. The UW Office for Faculty Advancement manages the consortium.

The Office of the Provost for Faculty Advancement has allocated funds for the 2013-2014 Faculty Recruitment Initiative. Funds will be dedicated to recruitment of junior and senior faculty in all three campuses whose research, teaching, practice, and community service agendas address historical, methodological and applied concerns/issues relating to underrepresented and/or underserved communities.

The UW's Center for Teaching and Learning proposes strategies for employing inclusive teaching and provides resources, examples, and perspectives from students and faculty to help members of the UW teaching community teach more inclusively.

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

The College of Arts and Sciences has a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations.

The University of Washington's Institute for the Study of Ethnicity, Race and Sexuality, is an interdisciplinary research center dedicated to bringing the tools of contemporary social science inquiry to the careful examination of issues of social, economic, and political exclusion and

disadvantage of marginalized minority populations in the United States, and their potential solutions. The Core Services Offered are:

Help establish the University of Washington as a recognized center of excellence for minority-related research and graduate training in the social sciences, by:

Creating an institute that facilitates minority focused research through grant-seeking, intellectual exchange, and on-campus activities;

Raising the profile on-campus of questions and issues related to minority life in the United States;

Creating connections to the wider community;

Providing an enlarging research community to faculty and graduate students working on questions of disadvantage; and

Assisting the College and Departments in attracting and retaining faculty and graduate students from diverse backgrounds or whose work addresses questions in inequality or difference.

## APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

<b>Africa</b>	<input type="text"/>
<b>Canada</b>	<input type="text"/>
<b>East Asia</b>	<input type="text"/>
<b>International</b>	<input type="text"/>
<b>Latin America &amp; Caribbean</b>	<input type="text"/>
<b>Middle East</b>	<input type="text"/>
<b>Pacific Islands</b>	<input type="text"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="text"/>
<b>South Asia</b>	<input type="text" value="XXXXX"/>
<b>Southeast Asia</b>	<input type="text"/>
<b>Western Europe / Europe</b>	<input type="text"/>
<b>Other (specify) _____</b>	<input type="text"/>

## APPLICATION TYPE

<b>Comprehensive NRC and FLAS</b>	<input type="text" value="X"/>
<b>Undergraduate NRC and FLAS</b>	<input type="text"/>
<b>Comprehensive NRC only</b>	<input type="text"/>
<b>Undergraduate NRC only</b>	<input type="text"/>
<b>FLAS only</b>	<input type="text"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

**National Resource Centers and FLAS Fellowship Program  
University of Washington: South Asia  
FY2014-2017 Proposal**

**Table of Acronyms**

AD	Associate Director
AIIS	American Institute of Indian Studies
AL&L	Asian Languages and Literature
CAS	College of Arts and Sciences
CIBER	Center for International Business Education and Research (Title VI)
CLS	Critical Language Scholarships
FC	FLAS Coordinator
GBC	Global Business Center
JSIS	Jackson School of International Studies
LLC	Language Learning Center
NELC	Near Eastern Languages and Civilization
NGO	Non-Governmental Organization
NRCIP	National Resource Center Invitational Priority
OEA	Office of Educational Assessment
SA	South Asia
SAC	South Asia Center
SACPAN	South Asia Conference of the Pacific Northwest
SAS	South Asia Studies
SASLI	South Asia Summer Language Institute
STEM	Science, Technology, Engineering, Mathematics
UW	University of Washington
UWL	University of Washington Libraries
UWT	University of Washington Tacoma

# **Application for National Resource Center and FLAS for South Asia**

University of Washington

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Letter of Support



**Abstract: University of Washington Comprehensive South Asia NRC and FLAS  
2014-2018**

This application for a Comprehensive South Asia National Resource Center and Foreign Language and Area Studies Fellowships Program for FY 2014 at the University of Washington proposes the strengthening of higher education capacity in nationally recognized priority foreign languages and area studies and the awarding of FLAS fellowships to meritorious undergraduate and graduate students to pursue foreign languages and area studies. It also proposes extensive outreach activities focused on K-12 educators, post-secondary educators (particularly at Minority Serving Institutions [MSI's]) and business, media and the general public. Its main focus is to address the Absolute Priority of this grant program: Teacher Training. The primary purpose of the NRC award is to provide teacher training activities that focus on the languages and area studies of the region and to meet all invitational priorities. The FLAS award will be used to offer 100% of FLAS fellowships in LCTLs and address the FLAS invitational priority.

We will maintain excellence in the provision of high quality language instruction which is UW's hallmark. We will increase opportunities for students to advance to high levels of language proficiency in Hindi, Urdu, Bengali and Persian, through new course offerings in advanced Hindi / Urdu Conversation, and Advanced Readings and Discussion in South Asia Languages. We will improve instruction in Hindi, Gujarati and Nepali community language schools through collaboration with the UW College of Education and faculty from the Department of Asian Language and Literature. We will address USED priorities by collaborating with community colleges which are Minority Serving Institutions to create new programs for the study of South Asia at these institutions. We will address USED invitational priority with partnerships with universities in India, Nepal, Pakistan and Bangladesh. We will expand opportunities for UW students to pursue careers serving national needs through continued instruction in high-demand fields such as area studies, political science, languages, and health fields, and by supporting student professionalization.

We will also partner with two different UW Colleges of Education, in Seattle and Tacoma, to offer South Asia training to pre-service teachers, in-service teachers, and members of the community who are teaching South Asian languages in community schools.

All of these activities address priorities of the NRC and FLAS programs, and serve to increase the supply of experts in South Asia studies at all levels of the educational spectrum. These activities will serve also to increase the supply of such experts available to serve national needs in positions in federal, state and local governments, in for-profit and non-profit businesses, in NGO's, and in educational institutions.

With our longstanding commitment to global research and citizenship, the University of Washington (UW) considers the Title VI programs to be an indispensable element of our strategic approach, particularly with respect to our ability to serve students and citizens across the nation while also building deep area studies and language expertise in the next generation of U.S. scholars, business professionals and government officials.

This statement by UW President Michael Young, a legal scholar specializing on Japan, articulates UW's dedication to advancing instruction and research in area, foreign language, and international studies through the work of national resource centers, including its South Asia Center (SAC) and Program.

This application seeks Title VI funding for a South Asia (SA) NRC at UW that will excel as a comprehensive graduate and undergraduate language and area studies center and a FLAS Program that will provide academic and summer fellowships to meritorious graduate and undergraduate students training in South Asian languages and area studies.

South Asian Studies (SAS) came to life at UW over a century ago, beginning with instruction in Sanskrit in 1909. Today, the SAC, housed in the Henry M. Jackson School of International Studies (JSIS), is a major intellectual and pedagogical hub for SAS in the U.S.

All of SAC's activities are and will be directed at enhancing undergraduate and graduate student proficiency in South Asian languages and area studies and furthering campus-wide and extramural comprehension of SA from multiple perspectives. We emphasize developing deep understanding of all the countries in SA and the growing importance of the region in world affairs. In other words, SAC privileges the FY 2014 **Absolute Priority** of training students to master South Asian languages and area studies so that they can become teachers at all levels of K-16 education, or knowledgeable citizens and leaders in governmental, nongovernmental, and private enterprises.

UW's SAC is also well positioned to implement the two NRC **Competitive Preference** priorities: **Priority 1** by undertaking "significant and sustained collaborative activities with one

or more Minority-Serving Institutions (MSIs) or with one or more community colleges” and **Priority 2** by collaborating “with units such as . . . colleges of education, . . . liberal arts and sciences, . . . teacher education . . . and teacher preparation programs on or off the national resource center campus.” We are also well prepared to fulfill the **Invitational Priority** because **we will** expand our linkages with institutions of higher education across SA.

SAC is equally well equipped to run a FLAS Program in accord with **FLAS Competitive Preference Priority 1 and 2. We propose to award FLAS grants to students who** demonstrate both potential for academic excellence and financial need, as per Title IV of the

HEA, and who will be studying the South Asian languages we teach, all of which are among the 78 priority less commonly taught languages (LCTLs). That is, all FLAS fellowships will be awarded in accordance with the **Invitational Priority for FY 2014** emphasizing training in priority languages of SA.

First we will offer a brief look at what the UW has in place in

Table A1 South Asia Research Clusters at UW	
Cluster	Faculty
Ancient & Classical Hist.	Cox, Lenz, Salomon
Comparative & Political Islam	Ahmad, Dhavan, Dubrow, Lombardi, Osanloo, Pauwels, Robinson, Snodgrass
Development	Anderson, Brass, Cook, Heath, Holman, Kale, Khalil, Leonetti, A. Prakash, Ramamurthy, Robinson, Rose, VanDyke, Williams
Education	Kaviani, Varghese
Global Health	Bezruchka, Citrin, Downer, D. Rao
Music	Ellingson, Gangolli, Sakata
Late colonial history, culture, circulations	Amrute, Bailkin, Conlon, Dubrow, Khullar, Mahadevan, Ramamurthy, Yang
Linguistics, Epigraphy, Writing Systems	Abedin, Ahmad, Dhavan, Novetzke, Pahlajrai, Pauwels, R. Rao, Salomon, Shapiro
Maharashtra Studies	Amrute, Conlon, Kale, Novetzke
Medieval Hist., Culture, Religion, Philosophy	Conlon, Cox, Dhavan, Pahalajrai, Pauwels, Novetzke
Modern History	Bailkin, Conlon, Dhavan, Khullar, Mahadevan, Novetzke, Robinson, Yang
Gender	Conlon, Dhavan, Holman, Khullar, Leonetti, Novetzke, Pauwels, Ramamurthy, D. Rao, Reddy, Robinson, D. Rao, Rose, Taranath
Technology & Society	Amrute, Bordia, Pal, R. Rao, Roy
Urban Politics & Planning	Chalana, V. Prakash
Art History & Visual Cultures	Chalana, Khullar, Mahadevan, McMillin, Novetzke, Parker, Pauwels, V. Prakash

terms of human capital and resources to serve as an outstanding NRC with a FLAS Program

beginning FY 2014. Then we will provide the requisite information section by section.

Over the last two Title VI grant cycles, UW has systematically expanded its SA faculty to broaden and deepen our teaching and research coverage and to extend our reach beyond the academy. We have made strategic hires in two broadly defined areas of specialization: *Contemporary Politics, Society, Economy, and Development in South Asia* and *Languages, Literatures, Cultures, Histories, and Religions of South Asia*. These appointments have also facilitated the development of programs and projects across UW, including in science, engineering, and professional schools, and enabled us to better serve the needs and interests of individuals, institutions, and organizations beyond our campus.

We began with seven new SAS faculty appointments in the humanities, social sciences, and Global Health. These tenure-stream positions were in areas as disparate as anthropology (Amrute, Anthropology), art history (Khullar, School of Art), cinema (Mahadevan, Comparative Literature), comparative religion and history (Novetzke, JSIS), global health (D. Rao, Global Health), political Islam and anthropology (Robinson, JSIS), and politics (Kale, JSIS). In the current grant cycle, without NRC funding support, we added four more members: three in tenure track lines and one in a lecturer position. These hires are in demography (Williams, Sociology), development economics (Heath, Economics), Urdu literature (Dubrow, Asian Languages and Literature (AL&L)), and Hindi/Urdu Literature (Ahmed, AL&L).

Our SA expertise (highlighted in **Table A1**) extends across disciplinary and interdisciplinary lines and spans a range of schools and colleges, including several professional schools—Education, Engineering, Environment, Computer Science and Engineering, Evans School of Public Affairs, Foster School of Business, Law, Public Health, and Social Work (for additional details on faculty expertise, see below in **sections 4, 6**).

**1. Commitment to the Subject Area on Which the Center Focuses.** *1A1 Operation of the Program:* UW provides strong institutional support for SAS (**Table 1.1**). The ratio of university to DoED financial support is 12-to-1.

The Office of Global Affairs works closely with JSIS to maximize the impact of Title VI funding across all of UW's 17 schools and colleges and three campuses. Vice Provost for Global Affairs Jeff Riedinger, hired in 2013, has a decade of experience overseeing multiple NRCs at another institution. Despite UW experiencing in 2013 one of the biggest state budget cuts in its history, institutional support for SAC in the 2014-18 grant cycle will actually increase.

UW provides 70% of salary and benefits for the SA Associate Director (AD) and 100% of

<b>Table 1.1 Annual Institutional Support</b>	
<b>Salary contributions</b>	
Language faculty (10)	\$721,188
All other faculty (61)	\$4,687,522
Admin Staff (8)	\$750,454
Outreach Staff (2)	\$41,401
Library Staff (2.5)	\$143,202
<b>Non-Salary contributions</b>	
Library Acquisitions	\$164,000
Visiting Lecturers	\$16,000
Faculty Travel	\$23,550
Faculty Development	\$65,000
Other (supplies)	\$35,000
Evaluation & Impact	\$10,000
<b>Total Financial Support</b>	<b>\$6,657,317</b>

the salary of the FLAS Coordinator. The College of Arts and Sciences (A&S) has pledged \$10,000 annually to UW NRCs for evaluation and assessment (details below in **section 9**), and additional compensation for the Center Director.

*Administrative Support for SAC and JSIS.* The UW provides approximately \$72,000 each year in direct costs for support of SAC programming and office staff. JSIS and the Office of Merit Scholarships, Fellowships and Awards assist

undergraduates in making fellowship applications, and the Graduate School assists graduate students through their fellowship offices. JSIS provides support for student advising services, career counseling, and office space.

Support for 92 % of our faculty salaries comes from the state budget: of the total salary of \$5,279,560 paid to SA faculty in 2012-2013, \$5,237,400 came from the institution (**Table 1.1**).

**1A2 Teaching Staff:** Yang became SAC Director in 2012 and has received widespread support from colleagues and the administration. Language instruction support is demonstrated in UW's commitment to our 10 full-time language faculty, 100 % support for both our Hindi Lecturer and Urdu Lecturer. Teaching is supported by teaching workshops, the Center for Instructional Development and Research, and the UW Libraries (UWL). TAs and Curriculum Development grants to develop new SA courses are also provided to faculty.

As **Table A1** shows above, the teaching of SA at UW is exceptionally well covered, across areas of South Asia, time periods, and subject matter.

**1A3 Libraries:** UWL strongly supports SA in staffing, acquisition, cataloging, and preservation to ensure that UW continues to house one of the foremost collections of SA materials in the U.S. . UW also supports extended access to library materials through free use of all physical and online materials for anyone visiting the library, and extensive participation in inter-library loan programs.

**1A4 Linkages with institutions abroad:** We will increase academic collaborations, exchanges, and study abroad opportunities in SA and for students in the disciplines and

<b>Table 1.2 South Asia Exchange Relationships (*=professional school)</b>			
<b>UW Program</b>	<b>Program Type</b>	<b>Institution</b>	<b>Location</b>
South Asia Center	Fac. & Stud. Exch.	Delhi University	Delhi, India
*School of Law	Professional Exch.	Kabul University	Kabul, Afghanistan
*College of the Built Environment	Study Abroad	Chandigarh College of Architecture	Chandigarh, India
South Asia Center	Study Abroad	CHIRAG	Nainital, India
*Community & Env Planning	Study Abroad	CHIRAG	Nainital, India
*Information School & Computer Science	Fac. & Stud. Research	Microsoft Research, Nokia Research, Azim Premji Foundation	Bangalore, India
*Education, Law, POE & CHID	Stud. Svc. Learning	Auroville	Tamil Nadu, India
*Foster School of Business	Study Abroad Exch.	Indian Inst. of Mgmt.	Bangalore, India
*Dept. of Global Health	Study Abroad	Auroville	Tamil Nadu, India
*Nursing	Study Abroad	Christian Medical College	Vellore, India

professional schools. SAC Director Yang and AD Snodgrass are in conversations with Jamia Millia Islamia in Delhi about a formal exchange agreement, expected in 2015. We will develop our collaboration with Lahore University of Management Sciences in Pakistan, an institution

from which we received our first Fulbright graduate scholar two years ago. In addition to the programs listed in **Table 1.2**, we are exploring an MOU with Quaid-e-Azam U. (Q-e A), Islamabad. Robinson is working with Dr. Rifaat Hussain, Chair of Defense and Security Studies, to incorporate qualitative methods and human security perspectives into that department's curriculum. PhD students and postdoctoral faculty at Q-e-A who win USAID/Fulbright and Higher Education Commission scholarships will be jointly mentored by SAC and Q-e-A faculty. Khalil is working with Professors Nigar Nargis and Ghulam Hussain at Dhaka U., on the economics of micro-credit and will initiate an MOU in 2015. Engineering faculty Krishnan collaborates with colleagues in the Indian Institute of Science, Bangalore, and Tata Institute of Fundamental Research, Mumbai; R. Rao with Tata Institute of Social Sciences, Mumbai; Roy with Ambani Institute for Information and Communication Technologies, Delhi; Bordia with IISc, Bangalore, IIT-Kanpur, and the NGO Srijan. The university provides support to multiple faculty in Global Health for partnerships with Kathmandu University. Last but not least, the Global Business Center of the Foster School has an MBA exchange program with the Indian Institute of Management at Bangalore.

**1A5 Outreach:** UW supports 100% of the Outreach Coordinator's (OC) salary and 70% of the AD's salary. The JSIS Director's office contributes \$10,000 annually to joint outreach programs. Web support is provided for online curriculum units, and on-campus facilities for educator workshops are available at reduced rate or free of charge.

**1A6 & 1B Students:** UW regularly awards TA and RAships to graduate students in the program, including waivers of nonresident tuition fees. Students with SA concentrations in related disciplines and professional fields receive non-FLAS fellowships in fields including Architecture, Anthropology, AL&L, Communications, Geography, History, Law, Political Science, Public Affairs, Social Work, and Gender, Women and Sexualities Studies (GWSS). The Graduate School awards at least two additional fellowships to JSIS to assist in recruitment of minority students. The Conlon Fellowship in South Asian Studies is awarded to a graduate student annually. Two SA students receive India Association of Western Washington (IAWW)



scholarships. The SA Program receives between 6-12 International Tuition Differential waivers, which equates to over \$90,000 a year in tuition waivers for SA students.

JSIS has several scholarships and internship funds (Fosdick, Mykut, Shedd, and Wanamaker awards) that underwrite the costs of students studying or working overseas, or interning with governmental and NGOs in the U.S. or abroad. SA students regularly avail of these.

**1B:** All of the above resources are available and used by FLAS recipients.

**2. Quality of Curriculum Design: 2A1 Undergraduate:** The study of SA is thoroughly integrated into all levels of the undergraduate curriculum in A&S, the largest UW college with over 27,000 students, as well as in other colleges and schools. It constitutes the core of two majors (in JSIS and AL&L, see below **Table 2.1**), a significant proportion of the content of several other majors, and an important element of classes in several departments, colleges and schools. Moreover, it figures prominently in lower and upper division courses, with many of the latter cross-listed between JSIS and disciplinary units. Notable, too, are the many classes in the former category that count as core requirements for all undergraduates in A&S or as electives for non-A&S majors, including those in STEM fields.

Students pursue SAS through the interdisciplinary Asian Studies (AS) major (see description

Table 2.1 SA UG Degrees	
Majors	Minors
Asia/Int'l. Studies (SA)	SAS
Asia/Int'l. Studies (General)	Hindi
	Sanskrit
Hindi	Bengali
Sanskrit	Urdu

in **section 3**) in JSIS. The second largest major in JSIS, AS generally enrolls about 150 students, about one-third or more of whom graduate every year. Most are general AS majors. Of the 65 students who graduated with AS degrees this June, most were in the general track and only a few in the specific China, Japan, Korea, Southeast or SA tracks.

All AS majors study SA in the course of completing their majors.

AS majors concentrating on SA complete two years of a South Asian language (typically Hindi, Urdu, Bangla, or Sanskrit) and are strongly encouraged to do a third year, including by studying abroad. In addition, they enroll in foundation classes such as *SA Civilization* (HSTAS



200), *The Rise of Asia* (JSIS A 200), and *International Studies* (JSIS 200), and complete another 30 credits by selecting from an array of SA classes on culture, anthropology, economy, geography, history, politics, gender, and religions; the traditional literatures and cultures of Hinduism and Buddhism; the languages, literatures, and linguistics of SA; and the musical arts of the region. Undergraduates also access offerings in professional schools, including in Built Environment, Business, Law, and Public Health.

Undergraduates also pursue SAS through AL&L. Its majors specialize in either Hindi or Sanskrit—an Urdu track will start in 2015; they complete three years of a language in addition to area studies classes in the arts, humanities, and social sciences. Bangla is another language option, and in past years students have acquired training in other languages (e.g. Malayalam, Panjabi, Tibetan) through UW's national and international consortia and language training programs. Undergraduates can complete the new minors in Hindi, Bangla, Urdu, or Sanskrit by attaining intermediate proficiency in the language and completing 15 credits in SA area studies (See **section 4** for a detailed description of the majors). AL&L SA majors frequently double major, pairing their degree with a social science JSIS major or a natural sciences one.

The presence of a sizable faculty with SA expertise adds up to a considerable SA representation in the curriculum across UW schools and colleges. Courses with SA content count as requirements in many disciplinary and interdisciplinary majors and as electives for students outside those units. Among these are the specialized upper division offerings in such units as Anthropology (Amrute, Osanloo, Robinson), Architecture (V. Prakash), Art History (Khullar), AL&L and Comparative Religion (Ahmed, Cox, Dubrow, Novetzke,

<b>Table 2.2 Specialized UG Courses</b>	
<b>Discipline</b>	<b>Instructors</b>
Art History	Khullar
Anthropology	Amrute, Leonetti, Osanloo, Robinson
Asian L&L & Comp. Religion	Cox, Pauwels, Novetzke, Robinson, Shapiro, Salomon
Comparative Lit.	Mahadevan
Enviro. & Devlpmt.	Dhavan, Kale, Ramamurthy
History	Bailkin, Dhavan, Novetzke, Salomon, Yang
JSIS	Kale, Novetzke, Ramamurthy, Robinson, Yang
GWSS	Ramamurthy
Political Science	Kale, Prakash, Van Dyke

Pauwels, Salomon, Shapiro), Business (Agrawal, Fong, Kotha, Rakhra), Comparative Literature (Mahadevan), Economics (Heath, Khalil, Rose), Education (Kaviani, Varghese), GWSS (Ramamurthy), History (Bailkin, Dhavan, Novetzke, Salomon, Yang), JSIS (Kale, Novetzke, Robinson, Yang), Law (Lombardi), Political Science (Kale, A. Prakash, Van Dyke), Sociology (Williams), Urban Design and Planning (Chalana, V. Prakash). Notable as well are the classes that attract students from both within and without their home units, courses such as: *Afghan and Pakistani Law* (Lombardi, Law), *Environmental History of SA* (Dhavan, History), *Hindi Cinema* (Mahadevan, Comp Lit), *Indian Art of South Asia* (Khullar, Art), *Political Economy of Development* (Kale, JSIS), *Political Islam* (Robinson, JSIS), *Social Movements* (Ramamurthy, GWSS), *SA Architecture* (V. Prakash, Built Environment), and *Women's Rights & Politics in Muslim Societies* (Osanloo, Law, Societies and Justice).

**2A2:** SA is also well infused into the curriculum because its study forms the core classes for majors in various units or electives in other A&S fields or other schools and colleges. *States and Capitalism* (JSIS 200) and *Cultural Interactions* (JSIS 202), for example, are taught by SA faculty (Yang, Robinson) and required of all JSIS majors, and social science electives for everyone else at UW. They typically enroll over 200 students; this past fall JSIS 200 (Yang) had 233 students, many JSIS majors but also from Business, Natural Sciences, Engineering, and Environmental Studies.

Other introductory classes for majors in various units include: *Contemporary India and Pakistan* (HSTAS/JSISA 200), which is for History majors as well; and three AL&L courses, *Literature and Culture of Ancient and Classical India* (Asian 203), *Literature and Culture of SA from Tradition to Modernity* (Asian 206) and, *Indian Literature and Popular Cinema or Indian Mythology* (Asian 207), which draw students from many STEM fields.

**2A3 & 2A4 Graduate:** The MA program in SAS provides a coherent and rigorous framework to pursue interdisciplinary study of SA, particularly the its society, religion, culture, economy, history, and politics. The MA requires three core interdisciplinary courses JSISA 508

and 509: *Interdisciplinary Study of South Asia I and II* and JSIS 510: *Seminar on South Asia*. The 508 and 509 sequence focuses on the study of modern and contemporary SA humanities and social sciences, the 510 seminar the research design students need to complete the required MA thesis or two final papers. Students also have to attain 3<sup>rd</sup> year proficiency in a South Asian language and 26 credits from courses that range across disciplines and topics including gender, environment and development studies, religious studies, languages and literature, comparative politics, history, international relations, ethnic conflict, human rights, and globalization.

The SA MA prepares students for multiple futures. The program balances training students to pursue a PhD in interdisciplinary or disciplinary fields with preparing them to embark on careers in government or diplomatic service, international development organizations or teaching in the K-12 rank. Recent graduates have gone on to distinguish themselves as U.S. Foreign Service Officers, International Development Managers, in Global Media corporations, K-12 Education, and Libraries. Of the three MA students who completed their degrees in 2014, one received a joint degree in public administration and will be working for a NGO; the second came as a Fulbright scholar from Pakistan and will be starting his PhD this fall in UW's Political Science department; and the third will be moving on to Harvard's PhD program in Religion.

Beginning this fall, graduate students can also acquire SAS training through a new MA in Applied International Studies that caters to practitioners, that is, people with five years of work experience in government, military, NGO or private sector. An accelerated one-year policy-oriented degree, this program has admitted ten students, of whom one has expressed a preference to concentrate on SA. That number will, no doubt, increase as the incoming class size expands.

SAS also figures importantly in the newly created JSIS PhD program launched in 2011 that requires students to develop regional expertise in a specific thematic concentration: "Religions, Cultures, and Civilizations," "States, Markets, and Societies," "Law, Rights, and Governance," or "Peace, Violence, and Security." SAS faculty and subjects are essential to each of these fields and several of the current and incoming students intend to pursue SA regional expertise. These students will move on to careers in the academy and beyond.

Graduate students across UW also engage SAS through advanced degree programs in discipline-centered departments or professional schools. Many of these students undergo training in a South Asian language, as the diverse disciplinary backgrounds of our FLAS awardees over the years indicate. Some enroll in the JSIS SA graduate sequence (508, 509, 510); in the last few years, this sequence has attracted students from Comp Lit, Public Affairs, GWSS, and History. Moreover, with SA faculty present in so many units, students have many options to acquire SA-content classes in any number of disciplines. In any given year, there are PhD students specializing on SA in Anthropology, Architecture, AL&L, Comp Lit, Economics, English, GWSS, History, Political Science, Social Work, and Sociology, and now JSIS.

In JSIS SAS graduate students can pursue concurrent MA degrees with seven professional schools (see **Table 2.3**) or interdisciplinary graduate certificates in Global Trade, Transportation, and Logistics; Environmental Management; International Development Policy and Management; Global Health; and Public Scholarship. And non-JSIS graduate students can now secure a Graduate Certificate in SAS offered through JSIS.

**Table 2.3 Prof. School  
Concurrent MA Programs**

Business Administration
Evans School of Public Affairs
Forest Resources
Law
Information School
Marine Affairs
Public Health & Community Medicine

SA now also has an expanded presence in several professional schools. Foster School of Business routinely sends MBA students to India to meet with major companies and NGOs. These groups are briefed by SAS faculty prior to departure. It's Fall 2012 Global Business Forum class focused on "Doing Business in India" and

was taught jointly by Business and JSIS faculty (Fong and Yang).

In the Law School, classes on *Contemporary Islamic Legal Systems* and *Islamic Law* taught by Lombardi, an expert on Islamic Law, introduced SA curriculum into the Law School. Osanloo, a lawyer and anthropologist by training, teaches LSJ 421: *Women's Rights and Politics in Islamic Society* with significant SA content.

The Master of Library and Information Science (MLIS) in the Information School is now a concurrent degree with JSIS and its MA students can now access SAS courses. Public Health now regularly features a global health SA course taught by D. Rao and cross-listed with the Department of Psychology, *Global Mental Health* (GH 456/PSYCH448), a first for a SA course. Of the 19 graduate students and trainees awarded fellowships for research and global health projects in 2014-15, two will be based in Nepal and one in India.

The quality of our MA applicants and the heightened competition for admission indicate the growing reputation of SAS. We receive close to 20 applications each year for 4-6 spaces. Top quality SAS students, attracted to the thematic foci and excellence of advanced language training, are also enrolling in discipline-based Masters and PhD programs. They routinely win external grants and university wide, prestigious competitions including PhD Dissertation awards, the Simpson Society of Scholars fellowships, and Chester Fritz travel grants.

Graduate students interested in SAS regularly participate in *chairs* with invited academics and professionals, seminars, workshops, and conferences, and present their work at the annual South Asia Conference of the Pacific North West (SACPAN), which convenes faculty and students from the U. of British Columbia and UW and increasingly from throughout the Pacific Northwest and western Canada. A *Research Colloquium*, at which student and faculty workshop their research, is held quarterly.

**2B1 Academic and Career Advising:** The JSIS Student Services Office provides undergraduate and graduate advising. The Career Services Center offers all JSIS students career and internship advising, workshops, alumni career networking, and a resource library. SAC and JSIS focus on efforts to attract, inform, and engage students seeking careers in government service. On an annual basis, this involves hosting 15 large-scale events and 20+ government-related workshops that include federal agency participation. Workshops such as “Navigating the Federal Jobs Application Process” and “Career Opportunities in Federal Service Outside of Washington D.C.” typically draw 30-50 attendees; larger events such as the “Public Service”

career fairs 250-380 attendees. The SAC Director (Yang), Graduate Coordinator (Kale), and AD (Snodgrass), along with each student's individual adviser, advise SAS undergraduate and graduate majors, minors, discipline-based, and professional students one-on-one. SAC faculty and staff run workshops like *Pathways of a Graduate Career*, present information sessions, and make presentations at job and program abroad fairs. The weekly SA Bulletin, SAC web site, and library orientations by the SA Bibliographer are other resources students utilize.

**2B2 Research and Study Abroad Arrangements:** Every year over a hundred students participate in study abroad in India. *Indian Himalayas—Culture, Politics, Environment* takes 20-25 students to Uttaranchal each year to study sustainable development, cultural ecology, and gender, and do supervised internships at the NGO Central Himalayan Research Group (CHIRAG) as well as home-stays. A mandatory pre-departure course prepares students for the experience. Faculty supervisors from Architecture, Comparative History of Ideas, Education, Law, Political Science, and Urban Planning take 20-25 students to Auroville each year. With SAC support, V. Prakash leads a studio in *Architecture and Urban Planning in Chandigarh* in collaboration with the Chandigarh College of Architecture. Students in the past have presented a master plan for the region to government planners and the general public there. Also with SAC support, Chalana has developed *Environment, Tourism, Heritage and Development in the High Himalayas*. Twenty-five students from Urban Planning, Public Policy, Public Health and the social sciences engaged with local Forest Councils to preserve adobe houses and rework them for eco-tourism. Business (20-25 students each) annually sends its MBA students to India. The School of Nursing offers *Health Issues in a Developing Country* in collaboration with Christian Medical College, Vellore. Students take School for International Training programs in Culture and Development in Jaipur and Tibetan and Himalayan Studies in Dharamsala.

SAC has expanded study abroad programs in India for undergraduate, graduate and professional school students, and will continue to do so in the coming years.

UW is a Class A member of the American Institute of Indian Studies (AIIS) and a full

member of the American Institutes of Bangladesh Studies, Pakistan Studies, and Sri Lankan Studies (all Centers for American Overseas Research). These memberships enable faculty and students to apply for research and language study in SA. Graduate students every year attend year- and summer-long language training in SA under their auspices; they also conduct overseas research on Fulbright, Javits, Wenner-Gren, and SSRC grants.

**2B3 Language Study Abroad:** Students have received Boren, Critical Language Scholarship (CLS), AIIS academic year, and summer FLAS for language study overseas. They participate in AIIS overseas instruction and the Cornell-Nepal/Tribhuvan U. programs. SAC supports student participation in study abroad and summer language programs at other universities, including Virginia and Wisconsin. In summer and fall 2014 students will be pursuing advanced language training in India and Pakistan funded by the above-named federal and UW grants.

### 3. Quality of Non-Language Instructional Program

3A1: *Courses with South Asia content* thrive in schools and colleges across UW because SA faculty members are significantly represented in many departments and schools and because SA interests many undergraduate and graduate students. **Table 3.1** highlights the numerous disciplines hosting SA courses that number well over well over **150** (see **Appendix B**).

Many courses include the use of materials in LCTLs. In addition to Hindi, Urdu, Bangla, and Sanskrit, several faculty work in Marathi.

SA faculty have produced instructional materials based on their own research in Avadhi, Braj Bhasha, Dari, Gujarati, Kannada, Kashmiri, Malayalam, Nepali, Newari, Pahari, Persian, Panjabi, Rajasthani, Tamil, Telugu, and Tibetan.

SA faculty members cover the entire region, not just India. SAC has recently organized a sizable Nepal faculty cluster

Table 3.1 Disciplines Hosting SA Course Content	
Note: * indicates Professional School	
Anthropology	Geography
* Architecture	Global Health
Art History	History
Asian L&L	International Studies
Cinema Studies	*Law
Comp. History of Ideas	Linguistics
Comp. Literature	Music
Comp. Religion	Political Science
Economics	*Public Affairs
English	Psychology
Environmental Studies	Women Studies
*Urban Design & Planning	



across several schools and colleges. Another emerging area of research and teaching is

**Table 3.2 Coverage of South Asian Countries Besides India**

Faculty Name (Dept.)	Afgh.	Bangl.	Nepal	Pkstn.	SLnk.	Tibet
Ahmad (Asian L&L)						
Abedin (Asian L&L)						
Bezruchka (Pub. Health)						
Callahan (JSIS)						
Citrin (Anthro/Public Health)						
Cox (AL&L)						
Dhavan (History)						
Ellingson (Music.)						
Heath (Econ)						
Holman (Anthro)						
Hossain (Engineering)						
Khalil (Economics)						
Khullar (Art History)						
Keyes (Anthro)						
Lombardi (Law)						
Moran (IPE)						
Osanloo (Law & Soc.)						
Robinson (JSIS)						
Sakata (JSIS)						
Salomon (Asian L&L)						
Shapiro (Asian L&L)						
Snodgrass (JSIS)						
Williams (JSIS)						
Yang (JSIS)						

Bangladesh and, to a lesser extent, Sri Lanka. We also have a number of colleagues who work on Islamic SA. Periodically, we use our funding—as we propose to do in FY 2014—to bring in visiting faculty from SA or within the U.S. to enrich our coverage (see Table 3.2). Courses in SA are also offered through the Honors Program and UW's Extension programs for working and part-time students.

Our faculty members represent a broad reach of disciplines in SAS (see Tables A1 and 2.2), with core strengths in history, anthropology, political science, economics, religious studies, comp literature, film, art history, philology, sociology, English literature, and gender studies.



**3A2: Professional Schools:** SA-subjects and faculty are replete in our professional schools and colleges, including in Built Environment, Business, Forestry, Law, Public Health, Public Affairs, and Social Work (see **Table 3.3**). SA content in professional school courses has greatly enhanced collaborations and the possibilities of combining area studies and professional education. These ties have enabled SAC to connect with a variety of students, especially women and minorities in STEM fields, and to draw such students into SA classes. SAC has also benefited from the significant collaborations and educational programs and exchanges that many professional school faculty have with educational institutions and other organizations in SA.

*Built Environment:* V. Prakash offers courses on the history of South Asian architecture and planning as well as a studio course for international architectural practice in SA. Chalana specializes in urban design and planning, including on the vernacular environment. Both have led innovative study abroad programs in India.

*Public Affairs:* In addition to SA-related development and globalization classes, Public Affairs also supports SAS through a joint degree program with JSIS, which two SAS graduate students are currently pursuing. Every year professionals and administrators from India, Nepal, Pakistan, and Sri Lanka spend a year at the Evans School through the Humphrey Fellowship Program and in the International Health Program through the Population Leadership Fellowships. These fellows participate in SAC activities and work with SA faculty.

*Business:* SAC works with the Global Business Center (a CIBER) to prepare students for their MBA Study Tour to India (see **Table 1.2** for exchange programs). Their faculty members also regularly teach an MBA Global Business Forum class on “Doing Business in India”; in Fall 2012 the class was taught jointly with a JSIS faculty (Fong and Yang). Global Business and SAC together propose to start a new Certificate in Business and SAS.

*Law:* Lombardi teaches courses on Islamic Law and works closely with SAC. In 2009, he organized a symposium involving legal practitioners, scholars, and judicial officers from across the Islamic world, including Pakistan and Afghanistan. These scholars translated case law from numerous LCTLs and compared how courts in these Muslim societies interpreted the law. A

follow-up symposium was held in 2011. Lombardi is active in the Asian Law Center's Kabul U. Law School Cooperation Project and is doing new research on law and society in Pakistan.

For the **FY 2014** grant cycle, SAC will partner with the Law School on its Microsoft- and Google-funded project on intellectual property laws in India. We will work with the law professionals they will invite from major law schools in India and involve them in a conference on postcolonial changes and continuities in colonial legislation relating to intellectual property as well as land alienation, rape, censorship, and criminal tribes, among other issues.

*STEM Depts:* R. Rao, Computer Science and Engineering, offered a Humanities Center mini-seminar on *Deciphering the 4500-year-old Indus Script* in 2009 and will be in India this fall on a Fulbright. In the new grant cycle we propose to partner with Faisal Hossain, a specialist in Hydrology and Hydrodynamics in Civil and Environmental Engineering, who is interested in developing coursework and/or a working group to examine water resource management issues pertaining to several South Asian countries, including India and Bangladesh.

**3B Depth and Specialized Courses:** SA specialized courses range across all levels of the curriculum in several disciplines and fields and highlight the enormous depth and breadth of UW's offerings (see **Appendix B**). We will continue to grow our coverage of traditional and contemporary issues and problems both through discipline-based and interdisciplinary teaching and research projects.

**3C: Interdisciplinary Programs:** Through cross-listed courses, group research projects, and mentoring of graduate students, SAS is involved in interdisciplinary programs including the newly developed College of the Environment; Center for Islamic Studies; International Development; Environmental Humanities; Forest Resources; Center for Humanities; Law, Societies and Justice; Center for Studies in Demography and Ecology; and the newly established Center for Human Rights. Most JSIS SA classes are cross-listed with such units as Anthropology, AL&L, Comp Lit, GWSS, Geography, History, Law, Societies and Justice, Political Science, Public Affairs, Psychology, and Sociology. These interdisciplinary classes draw students from multiple departments and serve many majors. SA faculty members routinely

are among the organizers and core members of numerous ventures with colleagues in Humanities, Social Sciences, Natural Sciences, Professional Schools, and other Title VI Centers. In 2012, for instance, art historian Khullar organized a conference on “New Geographies of Feminist Art: China, Asia and the World” that involved collaboration across Title VI NRCs and several units in the arts, humanities, and social sciences. The many strengths of SAS at UW has also led the UW Press to launch a new humanities, social science, and interdisciplinary “Global South Asia” book series focusing on the modern and contemporary periods and edited by UW faculty member Yang together with P. Kaimal from Colgate and K. Sivaramakrishnan from Yale.

**3D1: *Numbers of Faculty:*** At present 60 faculty members offer non-language courses relating to SA. We will use SAC funds for curriculum development by our new faculty as they settle and expand their teaching portfolio to provide comprehensive coverage of SA, while also finding innovative ways to incorporate SA into topical courses and departmental core courses in schools and colleges where we need additional offerings. A recent example of the value of such endeavors is the SAC-supported Bangladesh Development conference convened in June 2014 by our new Economics faculty member (Heath) that brought together several UW faculty and graduate students in that discipline to discuss their Bangladesh data and findings.

**3D2: *Teacher Training:*** A UW-wide commitment to improve instruction mandates that all new faculty and TAs complete pedagogical training. Support for greater use of technology in teaching is available to all faculty and graduate students through UWired and the Center for Instructional Development and Research. All faculty undergo regular student and peer teaching evaluations, and these are critical in determining promotion and tenure. JSIS and all departments run a TA orientation and training program at the beginning of the year; international TAs attend a mandatory training program prior to teaching.

**4. Quality of Language Instructional Program:** UW has long been renowned for the depth and breadth of its programs of language instruction. UW annually runs programs in 50 to 55 languages, which serve a diversity of students, including undergraduate and graduate majors

and minors in language, literature, and culture; students integrating foreign language training in a wide variety of subject areas and degree tracks; and students studying language for distribution requirements and for a diversity of cultural and intellectual reasons. This rich language learning environment contributes to students' success in many ways.

**4A1:** South Asian languages are taught in AL&L; courses in Persian in the Department of Near Eastern Languages and Civilization (NELC). Degrees in South Asian languages and literature require in-depth study of at least one South Asian Language. At present we offer the BA, MA, and PhD with specializations in South Asian languages, and a minor in Bangla, Hindi, Sanskrit, and Urdu. UW's language strategy is to provide comprehensive programs at all levels of core languages, limited instruction in some other languages, and instruction in additional languages on an occasional basis. Graduate students throughout UW use SA language courses to satisfy their home unit language requirements.

The languages for which a three-year comprehensive course of study is available are Bangla, Hindi, Urdu, and Sanskrit. Other languages taught at the graduate level on a limited basis include Apabhramsa, Avadhi, Braj, Pali, Prakrit, Rajasthani, and Sant Bhasa. UW is one of the few institutions in the world offering regular instruction in Gandhari, the ancient lingua franca of the Silk Road, spoken in parts of Afghanistan and Pakistan. UW makes use SASLI, AIIS, and other overseas programs to provide instruction in languages not normally taught at UW; in the past four years UW students have undertaken training in Gujarati, Tamil, Tibetan, and Panjabi through these programs. Students with interest in Islam in SA enroll in Arabic and Persian; those with interests in Buddhism and other Asian religions frequently take Chinese, Japanese, Korean, Thai or other related language classes. The addition to the UW's curriculum of a three-year program in Urdu has increased interest in and demand for instruction in Arabic and Persian. We offer advanced directed readings and content courses with key faculty in several additional languages, including Marathi, Old Marathi, Kannada, Panjabi, and Tamil.

**4A1:** After a long period of increases, enrollments in South Asian language courses began to decline somewhat in 2008, far less, however than the aggregate decline for all language classes

at UW as a whole, and nationally. While overall enrollments in first year South Asian language courses are still recovering, retention rates from 1<sup>st</sup> to 2<sup>nd</sup> year and 2<sup>nd</sup> to 3<sup>rd</sup> year have improved. For instance, retention from 1<sup>st</sup> to 2<sup>nd</sup> year Bangla improved from 38% in 2010-11 to 50% in 2012-13, and in the same time period in Hindi from 25% to 36%. Retention rates for 2<sup>nd</sup> to 3<sup>rd</sup> year are above 50% in all of our languages. We are taking important steps to boost enrollment through University-wide advertising and events.

Enrollments in language courses serve a wide variety of students, with a diversity of majors enrolled from 2009-2013 which included 22% STEM majors and 6% from professional schools.

**4B1: Levels of Language Training:** Our language courses are rigorous. Classes at all three levels meet at least five hours per week, plus time for language laboratory or web-based supplementary work. Hindi and Urdu programs provide three years of competency based instruction, using integrated curricula written by program faculty. Hindi is taught collaboratively by Ahmad, Pahlajrai, Pauwels, and Shapiro. We also offer advanced courses in medieval and modern Hindi literature, linguistics, readings for various disciplines, and advanced Hindi conversation and grammar.

Urdu is staffed by Senior Lecturer Ahmad and a tenure-track assistant professor, Dubrow. Ahmad is well qualified by his work as an instructor for the AIIS Urdu language program in Lucknow to develop a curriculum suited to the needs of American students, as well as to provide connections to overseas language programs. Bangla instruction has been expanded from one to three years, with students needing more advanced training accommodated in SISSA 496 *Bangla Readings for Research*. The program employs new instructional materials developed by the late Dr. C. Salomon, along with the current Bangla lecturer, Abedin, and others. They are available free-of-charge for download by anyone. The Sanskrit program provides a core of three years of instruction, in which students obtain a command of the grammar of all major literary genres. At the fourth-year level and above students take advanced readings courses and seminars in various sub-fields of Sanskrit language and literature. Many advanced Hindi and Urdu students take Sanskrit and/or Persian to expand their vocabulary and understanding of the languages.

**4B2: Courses Taught in Target Languages:** Students enroll in directed readings courses with disciplinary faculty to pursue advanced study in their target languages. We also have SISSA 496 *Bangla Readings for Research* for Bangla students. We propose to create a dedicated language course in which students will enroll in conjunction with a course in a non-language subject area, such as religion, political science, history, etc. The initial offering will be taught in conjunction with Pauwels' Indian religion upper-division course. We will also enlarge *Advanced Hindi Conversation* to *Advanced Hindi and Urdu Conversation* not only to make such advanced classes available to students of Urdu, but also to expose all advanced students to the subtleties of use of different registers and idioms in conversation and writing.

**4C1&2: Language Faculty and Training:** Our language courses are principally taught by eight full-time faculty members (Abedin, Ahmad, Cox, Dubrow, Lenz, Pauwels, Pahlajrai, R. Salomon), all of whom hold appropriate degrees in relevant fields. In addition, Shapiro, Dean of Humanities, teaches advanced courses on a part-time basis. SA faculty have relevant experience for performance based teaching. Ahmad has ACTFL training and participated in an ACTFL designed workshop conducted by AIIS on *Oral Competence: Measurement and Development*. Pahlajrai, Pauwels and Shapiro have attended numerous workshops on SA language pedagogy and performance based teaching. Shapiro was part of the team that developed the original ACTFL standard for Hindi. Abedin co-authored the Bangla textbook and attended a CARLA workshop on Developing Classroom Materials for LCTLs.

Faculty teach or directly supervise SA language courses. TAs are selected based on previous language teaching experience and ability, and participate in UW-wide training and orientation programs, as well as AL&L-organized training. All TAs are closely supervised and directed by faculty in individual training and evaluation sessions.

**4D1. Performance Based Instruction, Resources and Proficiency:** The goal of SA language programs is to develop students' skills to the highest degree possible. The curriculum is performance-based and uses methods that provide continual feedback to students by means of conventional testing, in-class diagnostic observation, and individual consultation. Oral

proficiency tests are administered to provide specific metrics of progress and to offer feedback. Students receive printouts showing their progress in written work, oral performance, vocabulary acquisition, and listening comprehension, and meet with instructional staff to discuss problems.

**4D2:** Language students have access to a variety of facilities and resources for language learning, including websites with supplemental drills, review materials, and study aids. Technical support and other teaching resources at the UW are superb. Our instructors use UW's Language Learning Center (LLC), a state-of-the-art facility providing digital multimedia for language and culture study, to create new materials for performance- and task-based instruction. Portable digital video recording equipment allows instructors to make field recordings.

LLC's web-based resources are available to all students. The LLC does not maintain separate statistics on use of South Asian languages but overall numbers illustrate the capacity and use of resources. Its two digital media classrooms were used for more than 1,700 hours last year. Both classrooms have video cameras that support full-frame video for students to sign, record, and communicate in any language. The two free-study labs were used last year by over 7,000 students; the labs also provide webcams for video chatting anywhere in the world, and for recording audio and video responses in homework.

Many language faculty members have experience in the development of language materials and curricula. Shapiro has been involved in the development of proficiency standards for Hindi and was a member of the panel that developed ACTFL Hindi proficiency standards. He has also been involved in national efforts to coordinate the development of new and technologically appropriate materials and curricula for South Asian languages. He has conducted workshops at the US Educational Foundation in India on teaching methodology for instructors in overseas language programs. Ahmad has experience in the development of advanced curricula in Urdu and has received ACTFL training. Pahlajrai has (along with Dubrow) developed modular units for the teaching of business Hindi, under a grant from the UW CIBER Center. Abedin has worked closely with Bangla instructors throughout the U.S. in the development of new Bangla

instructional materials. She has extensive training in second-language learning and language pedagogy. Pauwels has several decades of experience in the U.S. and Europe, in teaching modern Hindi at all levels and regional literary languages such as Braj, Avadhi, and Rajasthani to advanced language students. She has participated in national symposia on the teaching of South Asian languages.

After attending an ACTFL Urdu language workshop in early 2014, Ahmad is assembling materials from Urdu language news outlets, dramas, films, online video clips, and other sources, which will expose students to different registers, topics and situations for all three levels, in order to gauge proficiency levels in “real world” ways. Appropriate written and oral questions are posed to students, with the difficulty level increasing at each step. This model is used to identify students’ ability on the Interagency Language Roundtable Scale (ILR) scale. This program will be expanded to all of our FLAS eligible languages in the forthcoming grant cycle.

**4D3:** SA language *majors* must acquire specific skills: the ability to manage spoken communicative tasks, including discussion of topics of common interest; description and narration; expression of personal viewpoints; and presentation and support of an argument; the ability to understand the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face situations to radio and TV broadcasting; the ability to understand the main idea and important details of written texts in a range of styles and registers and covering a variety of general topics; to write routine social correspondence using the appropriate conventions, and to write connected essays of several paragraphs in length in an appropriate linguistic register. For SA language *minors* the specific skills emphasized are: the ability to manage simple spoken communicative tasks and social situations and to understand sentence-length utterances in face-to-face situations, to read simple connected texts on personal and social topics, and to write short essays on familiar topics grounded in personal experience and immediate surroundings.

**5. Strength of Library: 5A\_**With over 6 million cataloged volumes, over 100,000 current serial subscriptions, 500,000 electronic books and 600,000 locally digitized items in 300



collections, UWL ranks first in size among comprehensive research libraries in the Pacific Northwest, and among the top 15 research libraries in North America. The Seattle system consists of a main campus library housing most collections in the humanities, social sciences and natural resources, including foreign imprints; an undergraduate library; a health sciences library; an East Asia Library, and seven other branch libraries. In keeping with its commitment to providing information and services “Anytime, Anyplace,” UWL delivers an increasing amount of content online from its vast array of

electronic databases, journals, book and image collections, and indexes. Reference assistance is provided 24/7 through an online “chat” service in addition to in-person and telephone consultations during library hours. Nearly all services including interlibrary borrowing, purchase requests, renewals, holds, etc. can be requested online. UWL’s new Integrated Library Systems (Exlibris Primo and Alma) and OCLC World Catalog are readily accessible through UWL’s portal.

The SA collection is among the very best in the US. The collection emphasizes India, Pakistan, Sri Lanka, Afghanistan, Bangladesh, Bhutan, and Nepal. The primary and secondary source material in languages associated with colonial SA, primarily in English, French, Portuguese, and Dutch, constitute the principal balance of the SA collection of over 440,000 volumes (See **Table 5.1** for details). Arabic and Persian materials published in SA are

**Table 5.2 Titles in Languages Taught at UW**

Language	# of titles
Bengali	7,385
Hindi	32,231
Sanskrit	6,720
Urdu	17,128
<b>Total</b>	<b>63,464</b>

included in the collection but not in the figures for SA publications.

The collection includes over 100,000 titles in 41 South Asian languages (see **Tables 5.2 & 5.3**). The library has unique strengths in its primary collections of materials in Marathi, Hindi, Urdu, Sanskrit, and Bangla. In addition, the library has an extraordinary array of Indian governmental documents.

**Table 5.1 South Asia Library Holdings**

Books	377,992
Microforms	53,523
Serial Titles	5,380
Maps	4,061
Sound Recordings	1,250
Video Recordings	1,460
Historic Photos	3,234
Manuscripts	53
<b>Total</b>	<b>446,953</b>

UWL has participated in the Library of Congress cooperative acquisitions programs for India, Pakistan, Bangladesh, Nepal and Sri Lanka since their inception. It also receives publications for SAS through YBP Library Services and Harrassowitz vendor profiles. The Special Collections, Government Publications Division, and Microform and Newspaper Collections includes the Indian census from 1881 to 1951, newspapers from 1819 onwards, legislative debates beginning from 1854, development plans and serial titles. In recent years UWL has actively pursued the goal of making information previously available only in print available through new technologies. UWL maintains subscriptions to over 50 databases that include indexing or full text of SA periodical articles, newspaper articles, statistics and theses etc. such as JSTOR, BAS, Indiatat, LexisNexis, Times of India and Academic Search Complete.

The SA section of the library continues to develop collections in new areas of specialization. For example, the library acquired children's literature, vernacular materials, exhibition and art catalogs, academic monographs, journals, and films, to enable specialized teaching and research on children's literature, cinema studies, art history, and more. These acquisitions reflect UWL's commitment to support established and emerging fields of study. Our collection spans introductory and textbook materials for students at all levels, from novice undergraduates to graduate students requiring hard-to-find original materials in multiple languages and in rare government documents. This vast collection is regularly featured in assignments in our SA classes where students at all levels are given the opportunity to undertake archival work in SA materials in their own library.

Banerjee, the SA librarian, plays an active liaison role and works with faculty to provide bibliographic instruction, reference consultations, class web pages etc. She travels to SA to attend conferences and acquire relevant materials at book fairs in major cities of SA. She also fulfills purchase requests for regular titles (print or online) and special materials, as is

Table 5.3 Significant Holdings in Other South Asian Languages	
Language	# of Titles
Gujarati	3,479
Kannada	3,860
Marathi	7,561
Panjabi	2,226
Tamil	9,088
<b>Total</b>	<b>26,214</b>

exemplified by our subscription to the *Times of India* database and recent purchase of *Indian Newspaper Reports* by Adam Matthews. UWL's SAS subject page provides a starting point for research including databases, web resources, bibliographies, class web pages, and much more.

The SA Librarian is also actively involved in outreach services through special projects such as SA Oral History project <http://content-dev.lib.washington.edu/saohcweb/index.html> and the publication of its "Roots and Reflections: South Asians in the Pacific Northwest" based on that Project. Through these projects, exhibitions, presentations, other events, and library tours, the SA section of UWL has established a strong relationship with members of the South Asian community as narrators, donors, members of advisory committees, and library events attendees. The SA section contributed to a semi-permanent exhibition at Ellis Island National Immigration Museum in New York and is currently working with Seattle's Wing Luke Asian Museum on a semi-permanent "Hometown Desi" exhibit. The SAS subject guide and digital collections are accessible to non-UW members of the community who can also access UW restricted resources while in the library.

**5A2:** During the 2011-13 biennium, the estimated expenditures for SA library acquisitions were \$115,000 for books and \$29,000 for serial titles. During the 2009-11 biennium, the estimated expenditures were \$100,000 for books and microfilms and \$35,000 for serials. Additionally, UW alumni and private donors have funded a \$60,000 endowment for the acquisition and processing of SA and diaspora materials, and to maintain its SA collection level of excellence. In addition, UWL's Small Allen funding of \$15,000 has supported acquisition of special materials such as art catalogs, videos and encyclopedias.

Library Staff consists of a SA Librarian at tenure-track rank, Banerjee, assisted by a part time Library Technician and full time Library Specialist Sujatha Werake. All three are state funded positions. UWL has a strong record of support for SA in staffing, acquisition, cataloging, and preservation. Funds are allocated for staff salaries and fringe benefits, book, serial, microform and electronic-media acquisitions, equipment purchase and maintenance, collection preservation, acquisitions trips to SA, and memberships in the CRL and SA Microform Project.

**5B1.** UWL participation in a variety of cooperative lending systems such as OCLS World Cat means our materials are widely available and extensively used.

UWL participates in a range of consortia that broaden the array of scholarly resources available to students, faculty, and staff. As a member of the Center for Research Libraries, the UW has access to its 3.5 million volumes, foreign dissertations, and newspapers. The Library subscription to OCLC World Cat offers searches of library holdings worldwide. UWL supports membership in the Committee on SA Libraries and Documentation (CONSALD), which consists of SA bibliographers who meet annually to coordinate Collection development. Purchases of expensive materials are coordinated to ensure that the widest variety of resources is available within the Consortium without unnecessary duplication.

**5B2. Availability of UWL Materials to Other Institutions:** UWL currently ranks 5<sup>th</sup> among the 111 North American Research Libraries in total number of items loaned to other libraries (see **Table 5.4**). As a public institution, UWL provides free access (and some service) to anyone who visits the library. Borrowing

Table 5.4 Interlibrary Loans Borrowing and Lending				
	2010	2011	2012	2013
Borrowed	29,293	27,857	42,507	44,535
Lent	21,005	18,988	18,033	16,391

privileges are free to all Washington State teachers, government workers, and health professionals, and available at nominal annual rates to others. More than 6,000 non-campus researchers are registered to borrow.

**6. Quality of Staff Resources.** **6A1 Faculty and Staff Qualifications:** Proposed activities and evaluations in **FY 2014** will be carried out by a team of faculty and staff coordinated by SAC Director Yang, who has served on university-wide committees and national and international boards, including of the Association for Asian Studies, the American Council of Learned Societies, and the Council for International Exchange of Scholars. AD Snodgrass, who manages day-to-day activities and outreach, has an MAIS in SA studies and has lived and worked in SA for many years. He has 18 years of experience administering the Center and its outreach programs. SA language programs are coordinated by AL&L member Pauwels, in

conjunction with Shapiro, the former AL&L head and now the Dean of Humanities. Graduate Coordinator Kale administers the SA MA program, the SA Graduate Certificate, and coordinates MA admissions, fellowships, and advising. Other center staff (budget officers, FLAS coordinator, student services directors and advisors) have extensive experience administering Title VI and other programs, hold college degrees, and receive regular training from UW (see **appendix B**).

All the 71 core and affiliate faculty hold PhDs from top-tier universities. Their high quality is reflected in their publications: books from prestigious presses and articles in major refereed journals (see appendix B). It is also apparent from their national (Brass, Khullar, Lombardi, Novetzke, Ramamurthy, Robinson) and UW (Amrute, Kale, Khullar, Mahadevan, Robinson, Ramamurthy) grants and fellowships.

**Yang**, a historian of modern India and the former JSIS Director, heads up SAC. Author of two forthcoming books—a monograph entitled *Empire of Convicts* and a translation of a Hindi book on *Thirteen Month in China*—he teaches SA graduate seminars, parts of the SA MA core curriculum, and supervises MA and PhD students in JSIS and History. His undergraduate courses mainstream SA studies to large student audiences and provide specialized training in 19<sup>th</sup> and 20<sup>th</sup> century history. **Kale**, the Graduate Coordinator, is the author of a newly published book from Stanford University Press entitled *Electrifying India: Regional Political Economies of Development*. She teaches our gateway course, our MA core, and offers a sequence of courses in SA Politics, Political Economy, and Development.

SA languages and literature faculty reside in AL&L. They have taken the initiative in recent years to create introductory culture and literature courses to attract students into SA majors and minors, are active in outreach activities for K-12 and the wider community, and have developed and will be developing new modes for language instruction on campus and beyond, particularly into the community college system.

Five of the core SA languages and literature faculty are tenured or tenure track; a sixth was recently appointed senior lecturer. **Shapiro** is an internationally recognized specialist in Hindi

language, linguistics, and literature and the Dean of Humanities. **Salomon**'s international reputation is in ancient Indian languages, history, and religion. **Cox** is a highly respected scholar of early Buddhism. Together Salomon and Cox run the Early Buddhist Manuscripts Project funded by the British Library, the NEH, and UW and underlines UW's longstanding reputation as a major SAS center and Tibetan Buddhism. **Pauwels**' expertise is in medieval and modern Hindi language, devotional literature, and contemporary mass-mediated interpretations of classical texts. She recently published two edited volumes, both based on SAC-sponsored conferences. The newest tenure stream faculty member is **Dubrow**, a recent PhD from Chicago and a specialist in Urdu literature. Our Urdu ranks have also been strengthened with the addition of another recent PhD (from JNU), **Ahmad**, who has now been appointed a senior lecturer. In addition, AL&L has **Pahlajrai** who offers high quality instruction in Hindi language and literature; **Lenz** who teaches Sanskrit and researches in the Early Buddhist Manuscript Project; and **Abedin** who teaches Bangla and was closely involved with the late C. Salomon, our internationally recognized scholar of Bengali, in developing groundbreaking Bangla teaching materials. For students interested in Persian, NELC has several faculty members specializing in Farsi.

In addition to Yang and Kale, JSIS has several other members whose research and teaching centers on SA. **Novetzke**, a tenured Associate Professor, is the author of a prize-winning book *Religion and Public Memory: A Cultural History of Saint Namdev in India* and has just completed two new book projects for which he received AIIS, ACLS, Fulbright, and NEH fellowships. He teaches in our core MA sequence, a large undergraduate course on Hinduism, and has designed a new course on the history of yoga. **Robinson** is an anthropologist and expert on Pakistan, Kashmir, and SA Islam. Author of a 2013 book on *Body of Victim, Body of Warrior: Refugees and the Making of Kashmiri Jihadists*, she brings SA content to several hundred students in the JSIS core curriculum, teaches in the MA core, a sequence of courses on *Political Islam*, and a graduate seminar on *Religion and Political Violence*.

There are many other professors with SA expertise in A&S and other schools and colleges. In alphabetical order (and departmental affiliation), they include: **Amrute** (Anthropology), an expert in Science and Technology Studies and author of a forthcoming ethnography of Indian IT workers in Germany to be published by Duke University Press, teaches in the core MA classes and offers a sequence of undergraduate and graduate courses in SA anthropology; **Dhavan** (History), a specialist on early modern Punjab and 17<sup>th</sup>-18<sup>th</sup> century Sikh history and author of a book entitled *When Sparrows Became Hawks: The Making of Eighteenth-Century Khalsa Culture*, teaches a full sequence of history courses, in the MA core, and a new environmental history course; **Khullar** (Art History), a modern and contemporary South Asian art historian and author of a forthcoming book on *Worldly Affiliations: Artistic Practice, National Identity, and Modernism*, is the instructor and originator of a sequence of undergraduate and graduate courses in SA art; **Mahadevan** (Comp Lit), an expert on cinema and author of a forthcoming history of photography and early cinema called *A Very Old Machine: South Asian Cinema at its Origins*, teaches a range of SA film history classes; and **Ramamurthy**, the chair of GWSS, known for her work in gender, economic development, and agricultural change in south India and her co-authored book on *The Modern Girl Around the World: Consumption, Modernity, Globalization*, teaches *Social Movements in India*, mainstreams SA studies through courses such as *Women and International Economic Development*.

A&S has other professors with scholarly and teaching focus on SA. This cluster includes: **Heath** (Economics), a new hire whose specialty is Bangladesh development and labor economics; **Holman** (Anthropology), who works on female reproductive ecology in Bangladesh; **Osanloo** (Law, Societies and Justice), who focuses on Muslim women's legal rights; A. **Prakash** (Political Science), who works on NGOs and Environmental Governance; **Khalil** (Economics), who works on micro-credit in Bangladesh and is the incoming chair of Economics; **Reddy** (English), who specializes in diaspora and SA American Studies; **Taranath** (English and Comparative History of Ideas), who leads a UW study abroad program to Bangalore; and

**Williams** (Sociology), another recent appointment, whose research is on migration and conflict in Nepal. All these faculty have new or forthcoming publications that highlights their scholarly prominence in their fields.

SA faculty are a significant teaching and scholarly presence in other schools and colleges as well. Built Environment has, among others: **V. Prakash** (Architecture), author of a forthcoming book on *The Modernist City in the Age of Globalization*, teaches introductory, advanced and graduate courses in South Asian architecture and runs an Urban Lab in Chandigarh with UW and local Indian graduate students; and **Chalana** (Urban Design and Planning), leads the program on conservation and eco-tourism in the Himalayas and has written extensively on historic preservation and international development and planning.

In Business, Agarwal is a full professor who conducts research in India and whose courses regularly include case studies from India; **Fong** (Management) is a Senior Lecturer whose coursework includes a global business forum on doing business in India; **Krishnamurthy** (UW Tacoma), the Dean of UW Bothell's Business School, writes on business and cultural topics

relating to SA; **Rakhra** (Management), a Lecturer whose research and teaching focuses on the marketing of high technology products, including to SA. Its Global Business and CIBER program have long collaborated with SAC, including on its ongoing MBA programs in India, its India Women in Leadership tour, the Global Consulting Project, and the MBA Study Tour.

**Lombardi** (Law), a scholar of Islamic Law, who published *Islamization as a Liberal Response to States of Emergency* in 2009 and includes SA scholars and materials in law conferences, proceedings, and instruction, teaches courses on Afghan and Pakistani law and was instrumental in the Afghan Legal Educators Project that involved more than 40 educators and deans and resulted in several completing their LL.Ms. **Winn** (Law), a specialist on commercial and banking law, has taken a lead role in developing the ongoing Microsoft- and Google-funded intellectual property rights workshop with Indian legal educators.



SA expertise in the Evans School of Public Affairs is embodied in the person of **Anderson**, an economist, who has done fieldwork in Pakistan and whose specialty is international development and trade; and **Cook**, who works on health and environmental economics in West Bengal. **Nagda** (Social Work) is a specialist on communication processes in intergroup dialogues, whose linguistic proficiency includes Hindi and Gujarati. **Varghese** in the College of Education works on second language acquisition and immigrant education, and contributes to outreach activities.

SAC is also fortunate to have STEM faculty actively involved in its programs. Among these are: **Hossain** (Civil & Environmental Engineering) whose hydrology research focuses on transboundary water issues relating to SA; **Rao** (Computer Science), a specialist in computational neuroscience and brain-computer interfacing who will be in India this fall on a Fulbright and whose projects include a long-term study of SA's ancient Indus script, **Rathod** (Chemistry) who runs an NIH International Center for Excellence for Malaria Research for South Asia; and **Roy** (Electrical Engineering) whose research on wireless and mobile communication systems has huge implications for SA.

Several other members have close SAC ties as well. **Moran**, an anthropologist of Nepal and Tibet, is the Director of International Programs and Exchanges and formerly worked in Nepal for Fulbright; **McMillin** and **Parker** at UW Tacoma are involved as well, the former in her capacity as a global media specialist, the latter, through his anthropological studies of Hinduism.

Several eminent retired colleagues continue to contribute to our program. **Brass**, a political scientist, recently won a Fulbright Distinguished Chair Fellowship and a Mellon Emeritus fellowship and continues to publish on contemporary politics. **Conlon**, History, advises graduate students, gives lectures, participates in outreach activities and is completing several research projects. **Gangolli**, Math and Ethnomusicology, lectures on India, teaches courses in Indian music, and contributes to SAC outreach activities. Ethnomusicology is also the focus of Affiliate Faculty **Sakata**, who is archiving the music of Afghanistan, and of **Ellingson**, who teaches about Tibetan and Nepali music in that department.

**6A. Professional Development Opportunities:** Our faculty members are eligible through UW leave policies and memberships in AIIS, American Institute of Pakistan Studies, American Institute of Sri Lankan Studies, and American Institute of Bangladesh Studies for overseas training and study in SA. In addition, junior faculty receive one-quarter awards for research prior to tenure, tenured faculty are eligible for regular sabbaticals, and the UW Royalty Research Fund provides, on a competitive basis, generous support for faculty research. Our members routinely secure UW and external grants to research, teach, and live in South Asia, as is exemplified by the recent professional development experiences of Kale, Novetzke, Robinson, R. Rao, and Taranath, among many others.

**6A1. Teaching, Supervision, Advising of Students:** All SAC members teach, supervise, and advise students at all levels of proficiency. SAC Director, AD, and Graduate Coordinator regularly advise undergraduate and graduate students. The Grad Coordinator meets quarterly with MA and SAS Certificate students; SAS students in non-JSIS units are served by their own faculty and staff advisors, in addition to having access to JSIS faculty and staff advisers.

**6B. Staffing and Oversight Arrangements:** While Yang and Snodgrass are the principal administrators, SAC holds monthly meetings, which include professional school faculty and library personnel. Meeting agendas are circulated in advance to all faculty and minutes issued promptly. SAC's annual budget, both at the preliminary submission and final negotiation stage, is prepared in an open meeting by consensus among program faculty. We organize a day-long annual faculty retreat to discuss long-range plans for SAS and SAC at UW.

To further strengthen SAC governance, an Executive Committee made up of five members from AL&L, A&S, and professional schools and libraries, oversees the SAS program. Outreach activities are vetted at faculty meetings and by the Executive Committee. We also have an Advisory Board that includes faculty, administrators, and leaders of the Seattle-area South Asian community. Both the Executive Committee and Advisory Board are convened by the SAC Director to discuss matters of policy, identify future directions for growth, and provide guidance and support in community relations, program development, and faculty enrichment. The

Advisory Board also takes a keen interest in development activities launched by the Center to augment its financial resources by receiving donations from the local community.

**6C. Nondiscriminatory Practices:** The UW and SAC are unequivocally committed to equal opportunity employment policies at all levels that seek to maximize opportunities for all traditionally underrepresented groups including women, ethnic minorities, and disabled persons. All positions are advertised in the appropriate channels to maximize their potential audience, and applications from all underrepresented groups are explicitly encouraged. To promote equity in hiring and retention of a diverse faculty, the College of A&S: (1) provides lists of women and minorities who are recent PhDs in the relevant fields from a nationwide consortia; (2) makes funds available to bring minority interview candidates to the UW; (3) provides permanent or bridge positions when special employment opportunities occur that will help diversify the faculty, and (4) has reallocated funds and formed a pool of positions aimed at diversifying the curriculum and/or will serve as role models for minority students. We work closely with the Associate Vice Provost for Faculty Advancement, the office of the Vice President for Minority Affairs and Vice Provost for Diversity, and the Graduate School's Graduate Opportunities and Minority Achievement Program (GO-MAP). In addition, JSIS has partnered with the Association of Professional Schools of International Affairs to reach out to students from HBCUs and Hispanic-serving institutions. SAC firmly supports these efforts and works on all levels to ensure equal opportunity in employment, admissions, education, and use of facilities.

**7. Outreach Activities.** National and regional outreach is a high priority. Our sizable faculty enables us to create many new learning opportunities for K-12, Community College, and university educators, and general audiences. Outreach activities are managed by OC Snodgrass with significant input from faculty members, and assistance from student workers. We serve, on average, well over 500 educators every year.

**7.1 Elementary and Secondary Schools:** Teacher training is the focus of our K-12 outreach. It includes topical workshops, individual meetings with teachers to discuss materials, integration of SA in the curriculum, classroom presentations, and development of curriculum materials. We

have also hosted lecture-demonstrations regarding Indian classical music (tabla and sitar) in local K-12 schools for the last three years.

We have trained hundreds of teachers with events such as: *Newspapers in Education*, a project run in conjunction with the major local newspaper, *Seattle Times*, which averaged from 2010-2014 886 educators enrolled, 125 school districts represented 28 workshop attendees, and 121 downloads of SA curriculum guides, covering topics such as health care, environment, Islam in Asia, Politics and Cities; Global Classroom, a series of events with the World Affairs Council which bring curriculum and training to classroom teachers – topics have covered India, Pakistan and Nepal. We partnered with organizations such as Seattle Repertory Theater on teacher workshops, in 2012, on its production of *Ramayana*; with the most diverse school district in our state, Kent, on diversity in the classroom, which led to the creation of information sheets on SA countries and students, and the project involvement of Varghese and Eisele of Education; language teaching workshops with community language school teachers from Gurukul and the Nepali Community Language School, which led to the implementation of active learning strategies; Global Health faculty presented at *Climate Change, Global Health, Vulnerability and Resilience: Understanding Risk in the Context of Area Studies* session for K-12 educators. Faculty were involved in all of these projects, including several from professional schools.

Outreach Coordinator Snodgrass played a key role in the formation of the SA National Outreach Council (SANOC), which sponsors the SA Book Award (SABA): SANOC's member institutions are comprised of several SA NRCs and non-NRC institutions with SA programming. SANOC was established in 2009 with the book award as its primary activity—this initiative addressed the NRC Priority encouraging collaborative programs among the Title VI centers. Since 2012 several outstanding works have been recognized for their contribution to literature in the region. In determining the award, the national award committee (of three K-12 teachers, three children's and youth librarians, and two area studies experts), evaluates each submission for the quality of story; the cultural authenticity; and its potential for classroom use. Unique lesson plans have been written for many of the award titles and are a strong presence on the resource page at

the SABA website. SAC annually sends an experienced teacher to serve on the award committee and to write curriculum for one of the awarded titles.

In collaboration with two different Colleges of Education, SAC will develop two new courses aimed at increasing training for pre-service educators. The first on *Attitudes and Expectations of Education around the World* will involve SAC and other JSIS NRCs in a partnership with the Education Program at UW Tacoma to infuse existing courses with international content to help future teachers and school leaders to understand the culture, history and educational systems of their immigrant students' countries of origin. (NRCCP2) The courses will be open to students in UW Tacoma's Education Program including the undergraduate Education minor, the K-8 certification programs with accompanying endorsements in English Language Learners (ELL) or Special Education, the Secondary Math or Science Certification; the MEd for returning teachers and the Educational Administrator program. The majority of students in these programs are teachers-in-training and professional educators in the field. Resources developed and disseminated through the partnership will also be shared with partner schools where students teach or intern so that these districts may also make use of resources.

Our second new College of Education course will be at UW Seattle and developed as an online offering in partnership with Central Washington University. (NRCCP2) This course will examine important historical events that have shaped SA and the Middle East through the deployment of constructivist models of teaching (inquiry, concept formation, concept attainment, Socratic discussion, Structured Academic Controversy, and others) aligned with the new Washington State standards. In addition to content knowledge, participants will learn to use these methods in their teaching and receive feedback on their work from the instructor. Feedback will be provided either in person during a live lesson, or through the evaluation of a video recording of the lesson that meets the new Teacher Performance Assessment (TPA) and the Student Voice (unique to Washington State) requirements. Enrollees will include those in a teacher certification program and social studies teachers who teach about Islam in SA and the Middle East.

Other proposed K-12 activities are listed in section 8.

**7.2 Post-secondary Institutions:** We work closely with community colleges to improve international education. JSIS has articulated its introductory JSIS 200, 201, and 202 courses with local community colleges so that student in these institutions can take them there and transfer credit to UW. We have also conducted LCTL instruction sessions in community colleges, three successive in-depth and well-attended sessions to date. These have led to a long-term partnership, which we will capitalize on by developing a language course, most likely in Hindi, for community colleges as well as K-12 institutions. SA presentations are also a key part of the Community College Master Teacher Institute and will shape our proposed collaboration with Highline Community College.

*Global Classroom with Pakistan*, a special project directed by Robinson, links students in courses taught by Prof Rukshana Qamber at Quaid-e-Azam U., Islamabad, with those at UW in real time via our new digital classroom. Student responses to a 2009 seminar were so enthusiastic that they launched a blog to follow up on discussions begun during the “face-to-face” session.

All these efforts supplement our other postsecondary outreach efforts such as: SACPAN, which involves colleges and universities throughout the Pacific Northwest; Yang and Snodgrass serve on the editorial board of *Education About Asia*, an AAS publication for teachers; and we run the listserv NorthWest South Asia Net (NWSANet), which includes 500 subscribers.

**7.3 Business, Media and the General Public:** Local, regional, and national media regularly contact SAC for expert opinions on events and issues. SAC works closely with local SA-focused organizations, including the India Association of Western Washington (IAWW), the Pakistan Association of Greater Seattle, the Indian American Education Foundation, and the Indo-American Friendship Forum. For 30 years, SAC and IAWW have jointly sponsored the *Images of India* symposium, open to the general public and SA community. We partner with the Seattle Asian Art Museum’s Gardner Center for Asian Art and Ideas, to produce a series of well-attended public talks by SAC faculty at the museum; with Tasveer, a local SA film organization; and with the Seattle International Film Festival, to add educational content to film screenings.

We have worked closely with the Global Business Center's CIBER to integrate the study of SA into their curriculum. In May 2014 we jointly hosted an alum who presented on his social entrepreneurship in Pakistan, to an audience of 40 current Business School undergraduates. We will conduct pre-departure orientation sessions for GBC-sponsored Business School faculty learning trips to SA and work with GBC to develop a joint MBA/MA Program. In 2011 JSIS and SAC, together with the U.S. Dept. of Commerce, convened a day-long workshop in Washington, D.C. on "The U.S.-India Commercial Relationship: The Knowledge Economy" that involved academics, government, NGO, and private sector officials as well as a top ranking official from India's Ministry of Commerce and Industry. A follow-up session was held in Seattle under the auspices of the Trade Development Alliance of Greater Seattle. SAC faculty also routinely consult with local companies and NGOs (Microsoft, Paccar, Starbucks, law firms, Landesa). We will build on these experiences to develop, for the private sector and NGOs, annual workshops in Seattle on doing business in India.

**8. Program Planning and Budget:** SAC seeks the Comprehensive NRC/ FLAS awards to meet the **Absolute Priority**, **Competitive Priorities**, and five **Invitational Priorities**. All proposed activities are of high quality and directly related to the purpose of the NRC program, as demonstrated by their addressing priorities and GPRA measures. Budget lines are noted in parentheses (1, 2, etc.).

**8B Timeline:** Many of our activities will occur during all years of the grant. These include administrative functions (lines 1-2), on-campus language instruction (3-5), on-campus area studies instruction (6 & 8), faculty travel support (15-18), library acquisitions (21), support to SASLI (45), and outreach programs for K-12 in- and pre-service educators (27-31). Others start mid-grant, and some are periodic, as indicated in **Table 8B**. All contribute to the long term strengthening of the program and to addressing priorities and goals.

**8B2:** Resources of the Center, including faculty and staff expertise, will be deployed in pursuit of our program goals: building SA language learning capacity through expansion of advanced language courses, UW faculty training, engagement with UW language and College of

Education faculty to improve K-12 SA teaching capacity and community language school instruction, and, expanding SA expertise on- and off-campus; expanding SA expertise on- and off-campus by growing study abroad opportunities, and by creating permanent SA units in MSI and community college courses.

**8C** The vast majority of the funds requested in this proposal directly support instruction and

8B: Timeline of Center Activities				
Activities Starting mid-grant	Activities which are periodic			
Note: colored blocks with no year inside indicate activity which will continue with institutional support				
Language Instruction	2014-2015	2015-2016	2016-2017	2017-2018
South Asia TA-Advanced Urdu Conversation	Year 1			
South Asia TA- Bangla curriculum development		Year 2		
South Asia TA-Advanced Topical Readings Course			Year 3	
South Asia T-Advanced Hindi/Urdu conversation				Year 4
Foreign Travel				
Faculty & staff for linkages with institutions in SA	Year 1		Year 3	
Classroom Global Institutional Linkages				
Pakistan Global Classroom	Year 1	Year 2		
Language Training & Dissemination				
ACTFL Training for LCTL Instructors	Year 1		Year 3	
Digital Language Dissemination		Year 2		Year 4
K-12 Professional Development				
Highline Community College Course	Year 1			
Highline Community College Course		Year 2		
Highline Community College Course			Year 3	
Highline Community College Course				Year 4
MSI Asian Studies Curriculum Project	Year 1			
MSI Asian Studies Curriculum Project		Year 2		
MSI Asian Studies CP India Travel Study		Year 2		
MSI Asian Studies Curriculum Project			Year 3	
MSI Asian Studies Curriculum Project				Year 4
Inter-Asian Conflicts Group: Intra-Asian Conflict	Year 1			
Inter-Asian Conflicts Group: Asian Comparative Exceptionalisms		Year 2		
Inter-Asian Conflicts Group: Security			Year 3	
Inter-Asian Conflicts Group: Environment				Year 4
Business, Media & General Public Workshops				
International Patent Law Workshop	Year 1	Year 2	Year 3	Year 4
Doing Business in South Asia Workshops	Year 1		Year 3	
Export Readiness Program		Year 2		Year 4
Center Evaluation				



Center Impact Project Data Analysis	Year 1			
Center Impact Project Questionnaire Revision		Year 2		
Center Impact Project Survey Administration			Year 3	
Center Impact Project Followup Implementation				Year 4
Center Evaluation (With OEA) See Table 9.1	Year 1			
Center Evaluation (With OEA) See Table 9.1		Year 2		
Center Evaluation (With OEA) See Table 9.1			Year 3	
Center Evaluation (With OEA) See Table 9.1				Year 4

educational activities. Costs are concomitant with expected returns on activities.

**8D** NRC funded SAC activities build on the substantial support it receives from UW.

*Administrative salaries* (lines 1-2) directly underwrite the work of SAC with AD Snodgrass being key to all functions, Data Administrator Craig coordinating data on FLAS, enrollments, impact project, and other projects, and student employees improving the online presence of the Center. *Bangla* lecturer (3) is necessary to offer a language spoken widely, including in a Muslim majority SA nation. Our language TA (5) will work with faculty to create and teach new upper level courses in Hindi/Urdu Advanced Conversation, Transition from 2<sup>nd</sup> Year Hindi to 3<sup>rd</sup> Year Urdu for students going on the BULPIP Program, and Advanced Hindi Section, to work with students on topics in the target Language.

Visiting International Faculty (6) will strengthen ties with institutions in SA. College of Education SA Course (7) addresses **NRC Priority 2**. New course development (8) will be devoted to creation and expansion of upper level language courses and courses taught in the target language. Outreach assistant (9) will contribute to outreach activities. Lines 10-14 detail benefits costs for staff and faculty.

The *travel budget* (15-18) will increase faculty opportunities to attend conferences or symposia, overseas and domestically, thereby furthering teacher training and strengthening capacity. *Travel funds* will also enable faculty to set up programs abroad, academic collaborations and exchanges in Islamabad, Dhaka, and Hyderabad (**NRCIP**). Outreach travel (19-20) will support regional and national efforts at integrating SA into the K-12 and CC curriculum and provide more SA content to the general public.

*Funds for library acquisitions* (21) will support targeted purchases for use in instructional programs, such as microform sets of SA newspapers and collections in areas of expertise of new faculty, such as art history, cinema studies, science and technology studies, and Marathi-language materials. Materials for teacher resource center (22) contribute to K-12 programming, as does printing and reproduction (23). The Pakistan Global Classroom (24) strengthens international linkages. ACTLF Training and Digital Language Dissemination improve the quality and reach of our language instructional programs.

*South Asia National Outreach Council South Asia Book Award*: (27) is shared among SA NRCs and builds on the success of the SA National Outreach Council with its Book Award. We will support expert participation in the SABA jury, dissemination of award information, and creation of K-12 curriculum integrating SABA awardees into classroom teaching, and distribution of classroom sets of SABA books.

We will collaborate with Varghese in Education to create *language teaching training for community language schools* (28) (NRCCP2). Teaching SA and the Middle East in the Classroom addresses Priority 2, as does the UW Tacoma course (30). WSCSS Teacher Leadership Conference (31) strengthens ties with educators in eastern Washington, Idaho and Oregon.

Highline Community College Course (see letter of support in appendices), MSI Asian Studies Curriculum and Community College Master Teacher Institute projects (32-34) partner SAC with MSIs who have expressed interest in creating new curriculum units on SA. (NRCCP1) These courses will continue after SAC financial support ceases.

Professional Development Initiative (35) expands a course, to include SA content, for JSIS students and FLAS fellows to combine expert level area knowledge with practical skills aligned to industry needs in order to facilitate career placement.

Nepal Project (36) will formalize in multiple courses the study of Nepal at UW; Inter-Asian conflicts group (37) will host teaching roundtables on issues of salience; International Property

Law Workshop, Doing Business in SA Workshop, and Export Readiness Program bring UW and outside expertise to the Law and Business worlds (38-40).

Our colloquia visitors (41-42) will enrich our instructional program and assist in developing inter-disciplinary linkages for faculty and advanced students. Our evaluation plan (section 9) provides details on the expenditures listed in lines 43-44.

SAC supports South Asia Summer Language Institute (SASLI) (45) and its efforts to offer South Asian languages that are not nationally available during the Academic Year. In order to keep tuition fees affordable and teacher-student ratios appropriate in the intensive learning environment, we request funds of \$8,000 per year to support this much-needed summer institute. U of Wisconsin-Madison will host SASLI through 2015. Funds are sent to a SASLI-designated account, which will be transferred to the new host institution in 2016, should a different host be chosen by the SASLI Board of Trustees. SASLI uses the funds contributed by SA NRC Title VI Centers in combination with student tuition payments to support SASLI instructional staff salaries thus subsidizing low enrollment courses.

**8E** SAC proposes to enhance its long-term impact by increasing: the number of SA courses offered in departments and professional schools across UW, the quantum and quality of SA curriculum and publications available nationally, the ability of community colleges to offer SA instruction, the supply of graduates prepared to teach and undertake careers that require international expertise and foreign language skills, and the quality and quantity of SA instruction in grades K-12.

**9. Impact and Evaluation: 9A:** Enrollments in SA courses are strong. From fall 2008 to summer 2013 a total of 2909 students took at least 15 credits of SA courses. The 2013 Area Studies and Foreign Language Impact Project (ASFLIP) survey revealed that approximately 65% of undergraduates who graduated work in private sector profit- or non-profit organizations, 8% in local, state or federal governments, and 14% work in elementary, secondary or higher education. Of those employed, 38% reported that foreign language/international studies knowledge helped them gain employment, and 27% reported using a foreign language at work.

Tracking of those earning graduate degrees between 2011 & 2013 shows that 24% of our graduates are employed in higher education, 24% pursuing further study, 12% working in the for-profit or non-profit private sector, and 3% for the federal government. Further evidence of alumni impact on the nation is shown by their employment in fields such as reading-advancement NGOs, the US State Department, international media organizations, international development organizations, and numerous private enterprises.

Through sign-in sheets and counting (where sign-in is not possible) we total attendees at our events. In 2013-14 (the last year for which full details are compiled) we served over 5000 people at various outreach events, including over 1300 students and 386 educators. Many educators who attended workshops use center resources such as books, films, and faculty consultation, on a regular basis. In addition, we contributed time and funds to projects by other entities such as the Seattle Asian Art Museum, which made SA content available to even wider audiences.

**9B Access:** We are strongly committed to equal access for all traditionally underrepresented groups including women, members of ethnic minorities, and disabled persons. This policy applies not only to UW and SAC employment policies, but also to student admissions, events, and outreach services. We are fully in compliance with the provisions of Section 427 of GEPA (part of the improving America's Schools Act of 1994, (Pub.L. 103-382).

In addition to the many diversity activities listed in section 6C, we partner with the Association of Professional Schools of International Affairs to reach out to students from HBCUs and Hispanic-serving institutions. In addition, our office of Student Services is active in seeking out minority students, including by participating in college fairs around the US, attended by many underrepresented minority students. These activities have led to an increase in the proportion of underrepresented students enrolling in at least 15 credits of SA courses, from

<b>Table 9.1 Evaluation Plan</b>				
<b>Who will be affected?</b>	<b>What activities will change?</b>	<b>How will change be measured?</b>	<b>When will it be measured?</b>	<b>Goals Addressed</b>

# University of Washington South Asia NRC and FLAS

Undergraduates in South Asia Area Studies Courses	Method of content delivery in undergraduate SA Courses	Survey: self-rated impact of programs on current study	2014 & 2016	Improvement of on-campus instruction
		Survey: self-reported relation of language study to current area studies		
		Survey: update on career interests & plans		
UW Language Programs	UW Bengali, Hindi, Urdu and Persian language courses	Pre- and post- course surveys	2014 & 2016	PMF 1.2.3
		Proficiency Testing in Class	Annually	FLAS GPRA 2.3
Community Language Programs	Instruction in community language schools	Teacher response to interview questions	2016	PMF 1.2.2
Graduate Students working on South Asia	Articulation of academic work and professional skills development	Survey on Efficacy of Course Progression	2015	Articulation of academic and professional development skills
		Assessment of how closely study relates to expectations		
		Survey impact of career counseling, skills development		
Area Studies Programs	Courses offered by visiting faculty	Measurement of course outcomes developed in consultation with OEA	2015 & 2017	1. Professional skills development 2. Articulation of on-campus instruction
		Self-rated assessment of increases in knowledge and interest.		
		Our eval is in addition to standard UW course evaluation	2014 & 2016	
		Knowledge and needs assessment at beginning of course	First week of course	
		End of course evaluation of knowledge and impact	Final week of course	
Alumni	Ability of Center to receive feedback from alumni who have taken a minimum number of SA credits over the past 4 years (rolling)	Self-rated impact of programs on skills, knowledge, and career	2016	PMF 2.2.4 & FLAS GPRA 2.1
		Assessment of quality of undergraduate and graduate programs		
		Self-report of use of skills in professional and volunteer work		
		Update on career interests, plans, and/or employment history		
K-12 Programs	# of pre- and in-service teachers prepared to teach SA content (NIE, UW Education Courses)	Enrollees commit to feedback	2015-2018	PMF 3.2.1 & 2; CP2
		Written evaluations at event		
		Professional Evaluator Conducts Interviews	Following event	

Post-Secondary Programs	% content of SA course content in MSI and Community College courses	Self-reported impact of NRC's on faculty, curriculum at these institutions	Every Year	PMF 2.2.2 & 3, CP1
		Number of new South Asia academic units in courses	2017	
Business, Media, General Public Programs	# of businesses aware of SA events / community engagement with SA Center	Specific outcomes and metrics will be developed in with OEA	2015&2017	PMF 3.2.3
		Self-rated assessment of impact of programs on skills, knowledge, and career		

6% in 2010 to over 11% in 2013, which is higher than the percentage of underrepresented students in UW as a whole.

**9C:** The SA evaluation philosophy is that evaluation be incorporated into everything we do and integral in shaping future activities. **Table 9.1** details our evaluation activities, formulated with the UW Office of Educational Assessment (OEA). In the previous two grant cycles, OEA received institutional support to develop evaluation methods for all 8 UW NRCs. The 2014-18 evaluation plan represents a continued UW effort with another \$40,000 in institutional commitment. This collaboration supports a comprehensive, objective evaluation program not feasible if each Center worked alone. Our goals are to increase the number of students enrolled in advanced language and area studies courses, to improve outcomes of their study, to ensure that coursework is aligned with their goals for post-graduation careers or further study, and to increase the impact of our outreach programming to K-12, post-secondary and business, media and general public audiences.

Our evaluation plan focuses on 8 target groups: 1) Undergraduate students, 2) Graduate students, 3) Language course students, 4) Area Studies course students, 5) Alumni, 6) K-12 Educators, 7) Post-secondary educators, and 8) members of business, media and general public.

Baselines for student outcomes are set through a variety of tools, including the 2013 Area Studies and Foreign Language Impact project, course evaluations, and data on incoming UW students. Baselines for K-12 and post-secondary educator groups will be established through surveys conducted at the time participants register for programs, and for business, media and general public audiences through online surveys of those receiving announcements of events.

The Performance Measure Form (PMF) links the SAC's strategic goals with specific performance measures, activities, indicators, frequency, data sources and targets, while Table 9.1 provides an overall picture of our evaluation plan. Note that **Table 9.1** includes the SA and DoED goals, GPRA and priorities that each goal addresses. Unless otherwise noted, OEA will provide qualified, independent evaluators to complete these.

**9D:** For FLAS evaluation, our project goals include increasing the participation of students: 1) from professional schools, (2) in advanced level classes, (3) interested in government service or teaching, and (4) with financial need and from underrepresented communities. We also plan to facilitate fellows' professional development for careers in areas of national need. These goals and performance measures are linked to the DoED goals of training experts to meet national needs and conducting outreach, as well as the DoED priorities listed on page 50 (**Table 11.1**). The evaluation methods we will employ also overlap with ongoing institutional assessments, which will help assess (I) quality of curriculum, language programs and area studies programs (See **Sections 2, 3 & 4**); (II) strength of libraries (See Section 5); and (III) quality of outreach efforts (See **Sections 2 & 6**). FLAS awardees have gone on to careers in the US Department of State, international development agencies, K-12 teaching, foreign language literacy-promotion organizations, and other areas of national need. Activities proposed in this grant will strengthen those career trajectories for new awardees.

**9E1, 2 & F1, 2. 9E1** We address national needs through a variety of means and disseminate information to the public through our website, weekly e-bulletin (including announcements of job openings in government and other organizations), many public events, teacher education events, media appearances by SA faculty, publication of columns in local and national outlets, and consultations with educators, businesses, government officials, military units, and more.

Students are placed in a variety of national needs-relevant positions (see above). We will continue to recruit students and award FLAS to students who intend to pursue careers in government service or other areas of national need, and will strengthen these efforts by our Student Professional Development seminar, articulation of academic and professional

development, and hosting of information sessions of organizations addressing areas of national need. All FLAS awards address all **Competitive Preference and Invitational Priorities**.

**9E2:** See **9A** for placement data.

**9F, 1, 2** FLAS awardees in recent years have gone on to careers in the US Department of State, international development agencies, K-12 teaching, foreign language literacy-promotion organizations, and other areas of national need.

**10. FLAS Awardee Selection Procedures. 10A1 Award advertisement:** The FLAS Coordinator (FC) reaches approximately 5,000 students each year with in-person advertising efforts, and many more current and prospective students across the three UW campuses through other means. The recently revised UW FLAS website contains extensive information about the FLAS fellowship and receives an average of 38 visitors per day. Approximately 25% of visitors to the website are from outside of Washington State. Informational videos, including *About the FLAS Fellowship* and *How to Apply for the FLAS Fellowship*, have been posted on the FLAS website. These videos were viewed over 300 times during the most recent application cycle. In order to encourage applications from the widest range of students, the FC works with professional school and departmental advisors and faculty to explain FLAS benefits and requirements. Email announcements are sent to student, faculty and staff listservs and posted on social media sites. Print flyers and posters are distributed across the UW campuses in departmental student services offices, classrooms, dorms, and student organization/support offices, including the Study Abroad Office, the Office of Minority Affairs, the Veterans Center, DO-IT Disability Opportunity Office, and the Offices of Graduate and Undergraduate Fellowship Advising. Print flyers are also distributed at orientations, all FLAS information sessions, and events (such as language club and ROTC meetings).

The FC holds ten to fifteen FLAS information sessions at locations across the UW campuses, at least five in professional schools. The FC visits foreign language and area/international studies classrooms, and speaks at new student orientations in departments such as International Studies, Law, and Engineering. The FC and SAC AD visit first and second year SA



language courses to recruit undergraduate applicants. Tables with FLAS information are hosted at the UW Fellowships Fair and UW Study Abroad Fair, and webinars and online advising provide information to students who are abroad and/or applying for admission to UW.

**10A2 FLAS Selection Timeline: September-January:** FLAS fellowships advertised; **October- January:** application is open; **end of January:** application is due, to give students time to file a FAFSA and obtain their student aid report; **Mid-January-March 1:** FLAS selection committee evaluates and ranks applications; **March 1-April 15:** notification letters sent to applicants.

**10A3 Conformity to Priorities:** Since 2010: The SAC has awarded 38% of its FLAS fellowships to students who demonstrated interest in government service, 22% to students from professional schools, and 100% to students studying a priority LCTL; and to students from 18 different departments. Applications from students in professional schools increased from 12% in 2011 to 30% in 2013-14. The committee awards all fellowships in FLAS languages for which qualified applicants exist, and across a wide array of disciplines.

Our FLAS program addresses all published priorities. SAC takes financial need into consideration for applicants deemed award worthy by the committee. All awards are in priority languages, and all are for South Asian languages, the LCTLs prioritized by DoED.

**10B How students apply for awards:** The application gathers information relevant to the FLAS priorities in order to facilitate selection of FLAS fellows according to the priorities. Applicants must submit: (1) transcripts from all colleges /universities attended; (2) relevant test scores (GRE, LSAT, MCAT); (3) list of career goals and previous employment; (4) awards received; (5) three letters of recommendation from graduate students and two letters from undergraduate students, including one for both graduates and undergraduates which attests to the applicant's foreign language ability; (6) list of foreign languages spoken and at what level; (7) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals; and 8) a federal Student Aid Report (SAR) OR UW Office

of Financial Aid Award Letter. The FLAS Coordinator manages the application process and advises students on all steps in the application.

**10C1 Fellow Selection** The FLAS Selection Committee is appointed by SAC Director and is comprised of one language instructor, one professional school faculty member, and SAC Graduate Coordinator or other SA faculty member.

**10C2 Selection Criteria:** The Fellowships Committee evaluates applications according to the following criteria: (1) previous language training and demonstration of ability to learn language; (2) academic ability as demonstrated by transcripts, test scores and letters of recommendation; (3) interest in pursuing government service and/or meeting a critical national security need; (4) interest in a professional career; and (5) studying a priority LCTL. Financial need is prioritized as well and has been so ever since 2007 when SAC began awarding its Conlon Fellowship.

**SASLI:** The SASLI Board appoints a selection committee that uses selection criteria similar to SAC's and nominates a FLAS awardee to SAC. SAC makes the award, ensures student fulfills its terms, and completes all reporting on that student.

## 11. Competitive Priorities –

We address all Absolute, Competitive and Invitational Priorities with the following activities:

Table 11.1 Competitive Priorities (narrative page # in parentheses)				
Absolute Priority				
K-12 Outreach	SANOC	Faculty Dev.	Travel Awards	Community Lang. Schools
Priority 1: Coordination with MSI & Community College				
Highline Community College Course		MSI Faculty Fellowship	Community College Master Teacher Institute	
Priority 2: Collaboration with Community Colleges and Others				
South Asia and ME for Teachers Course	Community Language Workshops		UW Tacoma Education Course	
NRC Invitational Priority				
Visiting Scholar from South Asia	International Travel	Nepal Programs	Pakistan Global Classroom	
FLAS Priority 1: Awards To Students with Demonstrated Financial Need as per part F of Title IV of the HEA				
Financial Need will be fully considered in making awards				
FLAS Priority 2: Awards in LCTL's				
100% FLAS Awards in Priority Languages LCTL's				
FLAS Invitational Priority: Awards in South Asia Languages				
100% of FLAS Awards are in South Asia Priority Languages				

If funded, our Title VI South Asia NRC will excel as a comprehensive graduate and undergraduate language and area studies center and a FLAS Program.

University of Washington South Asia Comprehensive NRC/FLAS Budget 2014-17

Title VI Funds										Page								
Fiscal Yr:										Number								
Academic Yr:																		
Year 1 2014										Year 2 2015	Year 3 2016	Year 4 2017	2017-2018	Total				
1. SALARIES																		
Benefits																		
Year 1															Year 2	Year 3	Year 4	
A. Administrative																		
1	Associate Director (Snodgrass)	20,916	21,753	22,623	23,528	88,820	1,40											
30% of salary, 100% of 12 months																		
Benefits 27.7%		5,794	6,026	6,267	6,517													
2	Data Specialist (D. Craig)	3626	3,771	3,922	4,079	15,398	40,45											
6% of salary, 100% of 12 months																		
Benefits 27.7%		1,004	1,045	1,086	1,130													
Subtotal, Administration		24,542	25,524	26,545	27,607	104,218												
B. Language Instruction																		
3	Bengali Lecturer (N. Abedin)	42,120	43,805	45,557	47,379	178,861	2,15,21,22,40											
100% of salary, 9 months																		
Benefits 22.70%		9,561	9,944	10,341	10,755													
4	Urdu - Transition from Hindi for BULPIP Students	7,802	8,114	8,439	8,777	33,132	40											
50% of salary, 2 months																		
Benefits 22.70%		1,771	1,842	1,916	1,992													
South Asia TA (Advanced Topical Readings; advanced Urdu conversation; Bangla curriculum development; 1 quarter advanced Hindi/Urdu conversation course)																		
100% of salary, 50% of 9 months																		
Benefits 20.6%		3,395	3,531	3,673	3,819													
Subtotal, Language Instruction		66,405	69,061	71,824	74,697	281,987												
C. Area and Other Instruction																		
6	Visiting International Faculty for strengthening linkages	22,500	23,400	24,336	25,309	95,545	2,40											
100% of salary, 100% of 6 months																		
Benefits 22.70%		5,108	5,312	5,524	5,745													

University of Washington South Asia Comprehensive NRC/FLAS Budget 2014-17

Title VI Funds							Page Number
Fiscal Yr:							
Academic Yr:							
Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	Year 6 2019	Year 7 2020	
Total							
7	College of Ed South Asia Course SA & ME in the Classroom (K. Kaviani)						36, 40
	5,625	5,850	6,084	6,327	6,570	6,807	
	1,277	1,328	1,381	1,436	1,491	1,546	
	1,703	1,703	1,703	1,703	1,703	1,703	
8	New Course Development for advanced target language courses						40
	7,500	7,500	7,500	7,500	7,500	7,500	
	1,703	1,703	1,703	1,703	1,703	1,703	
	1,703	1,703	1,703	1,703	1,703	1,703	
D.	Subtotal, Area and Other						40
	35,625	36,750	37,920	39,137	40,354	41,571	
9	Student Hourly Assistance						
	5,000	5,200	5,408	5,624	5,840	6,056	
SALARIES SUBTOTAL							556,870
FRINGE BENEFITS							
10	Faculty						40
	11,264	11,647	12,044	12,458	12,871	13,284	
11	Classified staff						
	0	0	0	0	0	0	
12	Professional staff						40
	6,798	7,071	7,353	7,647	7,941	8,235	
13	Graduate student appointments						
	3,395	3,531	3,673	3,819	3,965	4,111	
14	Hourly assistance						40
	850	884	919	956	991	1,026	
	404,307	415,884	427,461	439,038	450,615	462,192	
	22,307	23,133	23,989	24,880	25,771	26,662	
FRINGE BENEFITS SUBTOTAL							94,309
TRAVEL							
A.	Foreign Travel						40
15	Faculty for curricular development. Estimated @ \$3500 each.						
	3,500	3,500	3,500	3,000	3,000	3,000	
16	Faculty and staff for linkages with institutions in South Asia.						
	6,000	6,000	6,000	6,000	6,000	6,000	
17	Estimated @ \$3000 each.						40, 50
	2,500	2,500	2,500	2,500	2,500	2,500	
	2,500	2,500	2,500	2,500	2,500	2,500	
	2,500	2,500	2,500	2,500	2,500	2,500	
B.	Domestic Travel						40
18	Faculty to professional conferences. Estimated 4 @ \$1000 each						
	4,000	4,000	3,000	3,000	3,000	3,000	
19	Outreach Travel to Professional Meetings						
	2,500	2,500	2,500	2,500	2,500	2,500	
20	Outreach Local Travel						40
	1,000	1,000	1,000	1,000	1,000	1,000	
	1,000	1,000	1,000	1,000	1,000	1,000	
	1,000	1,000	1,000	1,000	1,000	1,000	
TRAVEL SUBTOTAL							63,500

University of Washington South Asia Comprehensive NRC/FLAS Budget 2014-17

Title VI Funds

		Fiscal Yr:				Page Number	
		Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Total	
		Academic Yr:					
		2014-2015	2015-2016	2016-2017	2017-2018		
SUPPLIES							
A.							
21	Library acquisitions	6,000	6,000	6,000	6,000	24,000	41
B.							
22	Center Operations Supplies						
22	Materials for Teachers' Resource Center: Est. 2 @ \$250 ea.	500	500	500	500	2,000	41
23	Printing/Reproduction for publicity	1,000	1,000	1,000	1,000	4,000	41
	Supplies Subtotal	7,500	7,500	7,500	7,500	30,000	
OTHER							
A.							
24	Classroom Global Institutional						
24	Pakistan Global Classroom	5,000	5,000			10,000	41
B.							
25	Language Training & Dissemination						
25	ACTFL Training for LCTL Instructors	5,000		5,000		10,000	41
26	Digital Language Dissemination		5,000		5,000	10,000	41
C.							
	K-12 Professional Development						
	South Asia National Outreach Council (SANOC)						
27	Annual SA Book Award	1,000	1,000	1,000	1,000	4,000	35
28	Community Language School workshops - educator stipends, materials, facilities	5,000	5,000	5,000	5,000	20,000	35
29	Newspapers in Education: Author fee, editors, curriculum guide, workshop publicity	2,500	2,500	2,500	2,500	10,000	35
30	UW Tacoma Education Course - visitor stipends	1,000	1,000	1,000	1,000	4,000	41
31	WSCSS Teacher Leadership Conferences - presenter	800	800	800	800	3,200	41
D.							
	Post-secondary Curriculum Development Seminars: Costs include professional service fees, travel, facilities and dissemination of outcomes.						
32	Highline Community College Course - course development stipends	5,000	5,000	5,000	5,000	20,000	28, 37, 41
33	MSI Asian Studies Curriculum Project - living stipend for visiting scholar to UW (Year 2 includes \$5000 for travel to South Asia)	3,000	8,000	3,000	3,000	17,000	41
34	Community College Master Teacher Institute - presenter stipend, materials	1,000	1,000	1,000	1,000	4,000	37, 41
35	Grad Student Professional Dev Course - visitor stipends	1,000	1,000	1,000	1,000	4,000	41

University of Washington South Asia Comprehensive NRC/FLAS Budget 2014-17

Title VI Funds

	Fiscal Yr:				Academic Yr:		Total	Page Number
	Year 1	Year 2	Year 3	Year 4	2014-2015	2015-2016		
	2014	2015	2016	2017				
36	Nepal Project - New courses on health and environment in Nepal							
37	8,000	8,000	8,000	8,000			32,000	14, 41
	5,000	5,000	5,000	5,000			20,000	39, 41
<b>D. Business, Media &amp; General</b>								
38	5,000	5,000	5,000	5,000			20,000	31, 42
International Patent Law Workshop - presenter travel and stipends								
39		1,000				1,000	2,000	42
Doing Business in South Asia Workshops - presenter stipends								
40	1,000		1,000				2,000	42
Export Readiness Program - presenter stipend								
<b>E. Colloquia</b>								
41	6,000	6,000	6,000	6,000			24,000	42
42	3,000	2,500	3,000	3,000			11,500	42
<b>F. Center Evaluation</b>								
43	5,000	5,000	2,500	2,500			15,000	42-45
44	5,000	5,000	5,000	5,000			20,000	42-45
Center Impact Project (with UW Center for Statistical Studies)								
Center Evaluation (With OEA)								
<b>G. South Asia Summer Language</b>								
45	8,000	8,000	8,000	8,000			32,000	42
Member Contribution								
<b>OTHER SUBTOTAL</b>				76,300	80,800	68,800	294,700	
<b>TOTAL DIRECT COSTS</b>								
				257,179	261,468	260,486	1,039,379	
<b>INDIRECT COSTS @ 8% OF ALL DIRECT COSTS</b>								
				20,574	20,917	20,839	83,150	
<b>TOTAL</b>								
				277,753	282,385	281,325	1,122,529	

University of Washington South Asia Comprehensive NRC/FLAS Budget 2014-17

Title VI Funds

	Number	Fiscal Yr:				Page	
		Academic Yr:		Year		Number	
		2014-2015	2015-2016	2016-2017	2017-2018	Total	
<b>46 FLAS FELLOWSHIPS</b>							
Graduate Academic Year Subsistence Allowances @ \$15,000/each	8	120,000	120,000	120,000	120,000		480,000
Graduate Academic Year Institutional Payments @ \$18,000/each	8	144,000	144,000	144,000	144,000		576,000
(includes medical insurance)							
<b>Total Graduate Academic Year FLAS</b>	<b>8</b>						
Undergraduate Academic Year Subsistence Allowances @ \$5,000/each	2	10,000	10,000	10,000	10,000		40,000
Undergraduate Academic Year Institutional Payments @ \$10,000/each	2	20,000	20,000	20,000	20,000		80,000
<b>Total Undergraduate Academic Year FLAS</b>	<b>2</b>						
<b>Total Academic Year FLAS</b>	<b>10</b>	<b>294,000</b>	<b>294,000</b>	<b>294,000</b>	<b>294,000</b>		<b>1,176,000</b>
Graduate Summer Subsistence Allowances @ \$2,500/each	9	22,500	22,500	22,500	22,500		90,000
Graduate Summer Institutional Payments @ \$5,000/each	9	45,000	45,000	45,000	45,000		180,000
Undergraduate Summer Subsistence Allowances @ \$2,500/each	1	2,500	2,500	2,500	2,500		10,000
Undergraduate Summer Institutional Payments @ \$5,000/each	1	5,000	5,000	5,000	5,000		20,000
<b>Total Summer FLAS:</b>	<b>10</b>	<b>75,000</b>	<b>75,000</b>	<b>75,000</b>	<b>75,000</b>		<b>300,000</b>
Total Requested FY 2014		369,000					
Total Requested FY 2015			369,000				
Total Requested FY 2016				369,000			
Total Requested FY 2017					369,000		
<b>TOTAL FLAS REQUESTED, 4 YEARS</b>							<b>1,476,000</b>
<b>GRAND TOTAL NRC AND FLAS, 4 YEARS</b>		<b>646,753</b>	<b>651,385</b>	<b>650,325</b>	<b>650,065</b>		<b>2,598,529</b>



**COMPREHENSIVE NRC AND FLAS FOR SOUTH ASIA  
UNIVERSITY OF WASHINGTON  
APPENDIX B  
COURSE LIST**

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RELIGION	_____	B9
SOUTH ASIAN STUDIES	_____	B10
SOUTH ASIAN LANGUAGES	_____	B11
STUDY ABROAD	_____	B13
TACOMA CAMPUS	_____	B13
URBAN PLANNING AND DEVELOPMENT	_____	B13

**COMPREHENSIVE NRC AND FLAS FOR SOUTH ASIA  
UNIVERSITY OF WASHINGTON  
COURSE LIST  
APPENDIX B**

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013	OFFERINGS 2013-2014	PERCENT S. ASIA CONTENT
ANTHROPOLOGY							
ANTH 269	Special Topics: Islam and Popular Culture	Perez	W	5	94	0	25% (lectures, readings)
ANTH 269	Special Topics: Migration / Technology / Capitalism	Amrute	W	5	15	0	25% (lectures, readings)
ANTH 323 See LSJ 321	Human Rights Law in Culture and Practice	Osanloo	Varies	5	38	0	25% (lectures, readings)
ANTH 345 See JSIS B 345/GWSS 345	Women and International Economic Development	Ramanurthy	W	5	18	0	25% (lectures, readings)
ANTH 369 * See JSIS 485	South Asian Diasporas	Amrute	W	5			100%
ANTH 375 **	Comparative Systems of Healing	Citrin	W	5	38	0	25% (lectures, readings)
ANTH 412 See JSIS A 412	South Asian Social Structure	Amrute	S	5	14	0	100%
ANTH 475 **	Perspectives in Medical Anthropology	Citrin	S	5	37	0	35% (lectures, readings)
ANTH 497 See LSJ 425	Domesticating International Human Rights: Perspectives on US Asylum and Refugee Law	Osanloo	W	5	2	6	25% (lectures, readings)
ANTH 498 See LSJ 421	Women's Rights and Politics in Islamic Society	Osanloo	F				25% (lectures, readings)
ANTH 526 * See JSIS B 526	Political Islam & Islamic Fundamentalism	Robinson	W	5	0	5	25% (lectures, readings)
ANTH 442 See JSIS A 452/GWSS 446	Global Asia	Welland	W	5	10	1	25% (lectures, readings)

\* Courses funded by the NRC Grant

\*\* New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013	UG	G	OFFERINGS 2013-2014	2014-2015	PERCENT S. ASIA CONTENT
<b>ARCHITECTURE</b>										
ARCH 251	World Architecture: Non-Western Cultures	Prakash	Varies	5	262	0		X	X	25% (lectures, readings)
<b>ART HISTORY</b>										
ART H 214 *	Art of India: Mohenjo-Daro to the Mughals	Khullar	Varies	5	123	0		X	X	100%
ART H 312 ***	Art and Empire in India, 1750-1900	Khullar	F	5				X	X	100%
ART H 314 ***	Modern and Contemporary Art in India	Khullar	W	5	34	0				100%
ART H 414 *** See ART H 521	Topics in South Asian Art: Museums in the 19th Century	Khullar	W	5	11	0				100%
ART H 414 *** See ART H 521	Topics in South Asian Art: Curating India: History, Theory of Museums in the Colony	Khullar	W	5				X		100%
ART H 414 *** See ART H 521	Topics in South Asian Art: Contemporary Art and Globalization	Khullar	W	5					X	100%
ART H 500 *	Methods of Art History	Khullar	F	5	0	2				25% (lectures, readings)
ART H 521 *** See ART H 414	Topics in Asian Art: Museums in the 19th Century	Khullar	W	5	0	4				100%
ART H 521 *** See ART H 414	Topics in Asian Art: Curating India: History, Theory of Museums in the Colony	Khullar	W	5				X		100%
ART H 521 *** See ART H 414	Topics in Asian Art: Contemporary Art and Globalization	Khullar	W	5					X	100%
<b>ASIAN LANGUAGES AND LITERATURE</b>										
ASIAN 203 See C LIT 396	Literature & Culture of Ancient & Classical India	Salomon	W	5	10	0		X	X	100%
ASIAN 206 *** See C LIT 396	Modern Literature of South Asia	Dubrow	S	5	43	0		X	X	100%

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 \*\* New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT	ENROLLMENT		OFFERINGS		PERCENT S. ASIA CONTENT
				HOURS	UG	G	2013- 2014	2014- 2015	
ASIAN 207 * ** <i>See C LIT 396</i>	Special Topics in Literature and Culture of Asia: A Thousand and One Narrators	Dubrow	F	5	12	0			100%
ASIAN 207	Special Topics in Literature and Culture of Asia: Indian Mythology	Pauwels	F	5	6	0			100%
ASIAN 207 * **	Special Topics in Literature and Culture of Asia: Fairies, Genies and Monsters: the Romance in India	Dubrow	F	5				X	100%
ASIAN 411	Buddhist Literature	Cox	W	5	28	2			25% (lectures, readings)
ASIAN 498	Practicum in Hindi and Urdu Script	Shapiro	W	3	2	3			100%
ASIAN 498 ** <i>See JSIS 485</i>	Special Topics: Hindu-Muslim Encounters	Pauwels	W	5				X	100%
ASIAN 498 **	Special Topics: Indian Philosophical Literature: Bhagavad Gita	Pahlajrai	S	5	5	2			100%
ASIAN 498 * ** <i>See C LIT 396</i>	Special Topics: Literature of Love and Liberation: Introduction to Urdu Poetry in South Asia	Ahmad	S	5	10	3			100%
ASIAN 498 **	Special Topics: Introduction to Indian Philosophical Literature	Pahlajrai	S	5			X	X	100%
ASIAN 580 <i>See JSIS C 580</i>	Seminar in Hinduism Studies	Pauwels	F	5			X		100%
ASIAN 585	Seminar in Buddhism	Visitor	S	5				X	25%
ASIAN STUDIES									
JSIS 203	Rise of Asia	Hamilton	F	5	267	1	X	X	25% (lectures, readings)
JSIS A 207	Asian Civilizations: Traditions	Porter	W	5	49	0	X	X	25% (lectures, readings)

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013	UG	G	OFFERINGS 2013-2014	2014-2015	PERCENT S. ASIA CONTENT
<b>COMPARATIVE HISTORY OF IDEAS</b>										
CHID 484 <i>See HSTEU 484</i>	Colonial Encounters	Bailkin	Varies	5	8	0		X	X	25% (lectures, readings)
CHID 498 *** <i>See JSIS 485</i>	Special Colloquia: Yoga: History and Politics	Novetzke	F	5					X	100%
CHID 250	Special Topics: Introduction to Postcolonial Literature and Theory	Taranath	F	5				X	X	50% (lectures, readings)
<b>COMPARATIVE LITERATURE</b>										
C LIT 315 **	National Cinema: Hindi Cinema	Mahadevan	Varies	5	84	0		X	X	100%
C LIT 396 *** <i>See ASIAN 207</i>	Special Topics in Literature and Culture of Asia: A Thousand and One Narrators	Dubrow	F	5	3	0				100%
C LIT 396 <i>See ASIAN 203</i>	Literature & Culture of Ancient & Classical India	Salomon	W	5	1	1		X	X	100%
C LIT 396 *** <i>See ASIAN 206</i>	Modern Literature of South Asia	Dubrow	S	5	1	0				100%
C LIT 396 ** <i>See ASIAN 498</i>	Special Topics: Literature of Love and Liberation: Introduction to Urdu Poetry in South Asia	Ahmad	S	5	3	0				100%
<b>ECONOMICS</b>										
ECON 443	Labor Market Analysis	Rose	F	5	35	5		X	X	25% (lectures, readings)
ECON 491	Issues in Economic Development	Heath	S	5				X		35% (lectures, readings)
ECON 486	Economics of Information	Khalil	S	5	31	4				25% (lectures, readings)
ECON 501	Microeconomic Analysis II	Khalil	W	5	0	27		X	X	25% (lectures, readings)
ECON 508	Microeconomic Analysis III	Khalil	S	5	0	25		X	X	25% (lectures, readings)

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\*\* New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013	OFFERINGS 2013-2014	PERCENT S. ASIA CONTENT
<b>ENGLISH</b>							
ENGL 342	Contemporary Novel	Taranath	S	5		X	25% (lectures, readings)
ENGL 556	Cultural Studies	Reddy	S	5		X	35% (lectures, readings)
ENGL	Introduction to Postcolonial Studies	Taranath	W	5			50% (lectures, readings)
<b>GENDER, WOMEN, AND SEXUALITY STUDIES</b>							
GWSS 345 <i>See JSIS B 345/ANTH 345</i>	Women and International Economic Development	Ramamurthy	W	5	34	0	X X 25% (lectures, readings)
<b>GEOGRAPHY</b>							
GEOG 436 <i>See JSIS A 438</i>	Social and Political Geographies of South Asia	Piedalue	Sum	5		X	100%
<b>GLOBAL HEALTH</b>							
G H 55 * ** <i>See JSIS 478 /PSYCH 448</i>	Special Topics: Global Mental Health	Rao	S	3	1	21	X X 25% (lectures, readings)
<b>HISTORY</b>							
HSTAS 202 <i>See JSIS A 202</i>	Introduction to South Asian History, 1500 - present	Dhavan	Varies	5	38	0	X 100%
HSTAS 303 ** <i>See JSIS A 303</i>	Environmental History of South Asia: Divided Lands/Divided Lives	Dhavan	S	5	21	0	X 100%
HSTAS 402	History of Medieval and Mughal India	Dhavan	W	5	22	2	X 100%
HSTAS 403 <i>See JSIS 483</i>	History of Modern India to 1900	Yang	W	5		X	100%
HSTAS 404 <i>See JSIS 485</i>	Twentieth Century India	Yang	W	5	20	1	X 100%

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS		ENROLLMENT			OFFERINGS			PERCENT S. ASIA CONTENT
						2012-2013	UG	G	2013-2014	2014-2015		
HSTAS 490 ***	Fabulous Gurus and Fake Fakirs: Religious Reform in Colonial India	Dhavan	S	5	6	3			X		100%	
HSTEU 484 See CHID 484	Colonial Encounters	Bailkin	Varies	5	25	4			X	X	25%	(lectures, readings)
<b>HONORS</b>												
HONORS 211	South Asia Literature	Shapiro	S	5					X		100%	
HONORS 211	Indian Literature and Popular Film	Pauwels	W	5	14	0					100%	
<b>INTERNATIONAL STUDIES</b>												
JSIS 202	Cultural Interactions	Robinson	S	5	267	1			X	X	25%	(lectures, readings)
JSIS 478 *** See GH 556 /PSYCH 448	Special Topics: Global Mental Health	Rao	S	3	16	3			X	X	25%	(lectures, readings)
JSIS 498 **	Advanced Readings in International Studies: China and India: Historical and Contemporary Connections and Comparisons	Yang	F	5	16	0				X	50%	(lectures, readings)
JSIS 495 **	Task Force: Ending Absolute Poverty by 2030: The Role of State and Non-State Actors	Yang	W	5					X		50%	(lectures, readings)
JSIS 511 **	Research Design and Methods for International Studies	Robinson	S	5						X	50%	(lectures, readings, independent research and bibliography on S Asia subject)
JSIS B 310 See POL S 320	State-Society Relations in Third World Countries	Callahan	W	5	53	0					25%	(lectures, readings)
JSIS B 331	Political Economy of Development	Kale	S	5					X		50%	(lectures, readings)
JSIS B 337 See POL S 337	Collective Violence and the State	Van Dyke	S	5					X		50%	(lectures, readings)

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS		ENROLLMENT		OFFERINGS			PERCENT S. ASIA CONTENT
						2012-2013	UG	G	2013-2014	2014-2015	
JSIS B 345 <i>See ANTH 345/GWSS 345</i>	Women and International Economic Development	Ramanurthy	W	5	28	0		X	X		25% (lectures, readings)
JSIS B 407 **	Islamist Movements	Robinson	W	5	7	0					25% (lectures, films, and readings)
JSIS B 526 <i>See ANTH 526</i>	Political Islam & Islamic Fundamentalism	Robinson	W	5	0	7					25% (lectures, films, and readings)
<b>LAW</b>											
LAW A 508	Comparative and International Law Survey	Lombardi	S	3	0	64					25% (lectures, readings)
LAW B 566	Islamic Law	Lombardi	S	4	0	19					25% (lectures, readings)
LAW B547	Comparative Constitutional Law	Lombardi	W					X			25% (lectures, readings)
LAW B 599	Special Topics: Law and Society in Afghanistan	Lombardi	F					X			25% (lectures, readings)
LAW B 599	Special Topics: Law and Society in the Subcontinent	Lombardi	W					X			25% (lectures, readings)
<b>LAW, SOCIETIES, AND JUSTICE</b>											
LSJ 321 <i>See ANTH 323</i>	Human Rights Law in Culture and Practice	Osanloo	Varies	5	59	0		X	X		25% (lectures, readings)
LSJ 421 <i>See ANTH 498</i>	Women's Rights and Politics in Islamic Society	Osanloo	F	5				X			25% (lectures, readings)
LSJ 425 <i>See ANTH 497</i>	Domesticating International Human Rights: Perspectives on US Asylum and Refugee Law	Osanloo	W	5	13	3					25% (lectures, readings)
LSJ 426	Reconciliation: The Politics of Forgiveness in a Global Age	Osanloo	S	5	17	5					25% (lectures, films, and readings)

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS		ENROLLMENT		OFFERINGS			PERCENT S. ASIA CONTENT
						2012-2013	2013-2014	2014-2015			
LSJ 510	Topics in Law and Society Studies: Gender and Law in Muslim Majority Societies	Osanloo	S	5	0	4				25% (lectures, readings)	
MUSIC											
MUSAP 389	World Music	Jade	W	3	6	0				100%	
MUSAP 589	World Music	Jade	W	3	0	7				100%	
MUSIC 316	Music Cultures of the World	Ellingson	F	5	60	0	X	X		25% (lectures, recordings, and readings)	
MUSIC 533	Preceptorial Readings in Ethnomusicology	Ellingson	F	5	0	2	X	X		25% (lectures, recordings, and readings)	
POLITICAL SCIENCE											
POL S 320 See JSIS B 310	State-Society Relations in Third World Countries	Callahan	W	5	24	0				25% (lectures, readings)	
POL S 321	American Foreign Policy	A. Prakash								25% (lectures, readings)	
POL S 337 See JSIS B 337	Collective Violence and the State	Van Dyke	S	5			X			25% (lectures, readings)	
POL S 340 See JSIS A 340	Government and Politics of South Asia	Kale	F	5	24	0	X	X		100%	
POL S 403	Advanced Seminar in International Relations: NGO Politics	A. Prakash	S	5	121	0		X		25% (lectures, readings)	
POL S 417 See JSIS A 417	Political Economy of India	Van Dyke	S	5	29	0	X			100%	
POL S 426	World Politics	A. Prakash	S	5			X			25% (lectures, readings)	
POL S 521	International Relations Core	A. Prakash	S	5	0	9		X		25% (lectures, readings)	

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013	OFFERINGS 2013-2014	PERCENT S. ASIA CONTENT
POL S 522	International Political Economy	A. Prakash	A	5		X	25% (lectures, readings)
<b>PSYCHOLOGY</b>							
PSYCH 448 * ** See JSIS 478/G H 556	Seminar in Psychology: Global Mental Health	Rao	S	3	32	0	25% (lectures, readings)
<b>PUBLIC AFFAIRS</b>							
PB AF 533	Economics of International Development	Anderson	F	4	0	40	25% (lectures, readings)
PB AF 532	International Development Capstone	Anderson	S	4	0	34	25% (lectures, readings, independent research and bibliography on S Asia subject)
PB AF 587	Water Resource Economics	Cook	S	4		X	25% (lectures, readings)
PB AF 587	Water and Sanitation Policy in Economically Developing Countries	Cook	S	4	0	17	25% (lectures, readings)
<b>RELIGION</b>							
JSIS 490 See JSIS 590	Special Topics: Seminar in Buddhist Studies: Women in Buddhism	Tokuno	W	5	4	0	50%
JSIS 590 See JSIS 490	Special Topics: Seminar in Buddhist Studies: Women in Buddhism	Tokuno	W	5	0	1	50%
JSIS B 501 *	Approaches to the Study of Religion	Novetzke	F	5	0	13	25-50% (lectures, readings, independent research and bibliography on S Asia subject)
JSIS C 202	Introduction of World Religions: Eastern Tradition	Tokuno	W	5	72	0	25% (lectures, readings)

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						2012-2013	UG	G	2013-2014	2014-2015	
JSIS C 352 *	Hinduism	Novetzke	W	5	54	1			X		100%
JSIS C 354	Buddhism	Tokuno	S	5					X		50% (lectures, readings)
JSIS C 456	Perceptions of the Feminine Divine in Hinduism	Pauwels	S	5						X	100%
JSIS C 490 See JSIS C 590	Special Topics in Religion: Seminar in Buddhist Studies	Tokuno	W	5					X		25% (lectures, readings)
JSIS C 580 See ASIAN 580	Seminar in Hinduism Studies	Pauwels	F	5					X		100%
JSIS C 590 See JSIS C 490	Special Topics in Religion: Seminar in Buddhist Studies	Tokuno	W	5					X		25% (lectures, readings)

#### SOUTH ASIAN STUDIES

JSIS 485 **	Special Topics in South Asia: Yoga: History and Politics	Novetzke	F	5					X		100%
JSIS 485 See HSTAS 404	Special Topics: Twentieth Century India	Yang	W	5	3	0				X	100%
JSIS 485 See HSTAS 403	Special Topics: History of Modern India to 1900	Yang	W	5					X		100%
JSIS 485 See ANTH 369	South Asian Diasporas	Amrute	W	5						X	100%
JSIS 485 ** See ASIAN 498	Special Topics: Hindu-Muslim Encounters	Pauwels	W	5						X	100%
JSIS A 202 See HSTAS 202	Introduction to South Asian History, 1500 - present	Dhavan	F	5	0	0				X	100%
JSIS A 206	Contemporary India and Pakistan	Van Dyke	W	5	22	0			X	X	100%
JSIS A 303 *** See HSTAS 303	Environmental History of South Asia: Divided Lands/Divided Lives	Dhavan	S	5	11	0				X	100%
JSIS A 340 See POL S 340	Government and Politics of South Asia	Kale	F	5	16	0			X	X	100%

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\*\* New Courses

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					2012-2013	UG	G	2013-2014		2014-2015
JSIS A 412 <i>See ANTH 412</i>	South Asian Social Structure	Amrute	S	5	4		1		X	100%
JSIS A 417 <i>See POL S 417</i>	Political Economy of India	Van Dyke	S	5	23		2	X		100%
JSIS A 438 <i>See GEOG 436</i>	Social and Political Geographies of South Asia	Piedalue	Sum	5				X		100%
JSIS A 508	Interdisciplinary Study of South Asia I	Novetzke	F	5	0		7	X	X	100%
JSIS A 509	Interdisciplinary Study of South Asia II	Yang	W	5	0		6	X	X	100%
JSIS A 510	South Asia Research Design	Robinson	S	5	0		5	X		100%

#### SOUTH ASIAN LANGUAGES

BENG 311 *	Elementary Bengali	Abedin	F	5	2		2	X	X	100%
BENG 312 *	Elementary Bengali	Abedin	W	5	1		2	X	X	100%
BENG 313 *	Elementary Bengali	Abedin	S	5	1		2	X	X	100%
BENG 321 *	Intermediate Bengali	Abedin	F	5	0		2	X	X	100%
BENG 322 *	Intermediate Bengali	Abedin	W	5	0		2	X	X	100%
BENG 323 *	Intermediate Bengali	Abedin	S	5	0		2	X	X	100%
BENG 401 *	Advanced Bengali	Abedin	F	5				X	X	100%
BENG 402 *	Advanced Bengali	Abedin	W	5	0		2	X	X	100%
BENG 403 *	Advanced Bengali	Abedin	S	5	0		2	X	X	100%
BENG 499 *	Independent Study in Bengali	Abedin	Varies	3	0		0	X	X	100%
HINDI 311	Elementary Hindi	Pahlajrai	F	5	14		5	X	X	100%
HINDI 312	Elementary Hindi	Pahlajrai	W	5	9		3	X	X	100%
HINDI 313	Elementary Hindi	Pahlajrai	S	5	9		3	X	X	100%
HINDI 321	Intermediate Hindi	Pahlajrai	F	5	8		1	X	X	100%
HINDI 322	Intermediate Hindi	Pahlajrai	W	5	8		1	X	X	100%
HINDI 323	Intermediate Hindi	Shapiro	S	5	9		1	X	X	100%
HINDI 401	Advanced Hindi	Shapiro	F	5	1		2	X	X	100%
HINDI 402	Advanced Hindi	Pauwels	W	5	2		1	X	X	100%

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						2012-2013	UG	G	2013-2014	
HINDI 403	Advanced Hindi	Ahmad	S	5	2	1	X	X	100%	
HINDI 421	Survey of Modern Hindi Literature: Short Story	Pauwels	W	5			X		100%	
HINDI 422	Survey of Modern Hindi Literature: Short Story	Shapiro	W	5	2	4			100%	
HINDI 423	Survey of Modern Hindi Literature: Novel	Pauwels	W	5				X	100%	
HINDI 431	Advanced Conversational Hindi	Pauwels	Varies	5	0	0	X	X	100%	
HINDI 451	Advanced Hindi Readings	Shapiro	S	5	2	1			100%	
HINDI 499	Undergraduate Research in Hindi	Varies	F	3	0	0	X	X	100%	
HINDI 502	Studies in Medieval Avadhi Literature	Pauwels	Varies	3	1	6		X	100%	
HINDI 503	Studies in Medieval Sant Literature	Shapiro	S	5			X		100%	
INDN 401	Pali I	Lenz	W	3	0	4			100%	
INDN 402	Pali II	Salomon	S	3	0	3			100%	
INDN 499	Undergraduate Research in South Asian Languages and Literature	Varies	Varies	3	1	0	X	X	100%	
INDN 590	Studies in Indology	Cox	F	3	0	8	X	X	100%	
PRSAN 401	Intensive Elementary Persian	Shams	Sum	5			X	X	100%	
PRSAN 411	Elementary Persian	Shams	F	5	33	4	X	X	100%	
PRSAN 412	Elementary Persian	Shams	W	5	26	3	X	X	100%	
PRSAN 413	Elementary Persian	Shams	S	5	28	4	X	X	100%	
PRSAN 421	Intermediate Persian	Shams	F	5	10	8	X	X	100%	
PRSAN 422	Intermediate Persian	Badiee	W	5	10	8	X	X	100%	
PRSAN 423	Intermediate Persian	Badiee	S	5	11	7	X	X	100%	
PRSAN 431	Advanced Persian	Papan-Matin	F	3	13	7	X	X	100%	
PRSAN 432	Advanced Persian	Shams	W	3	10	7	X	X	100%	
PRSAN 433	Advanced Persian	Shams	S	3	9	8	X	X	100%	
PRSAN 490	Supervised Study in Persian	Varies	Varies	3	0	0	X	X	100%	
PRSAN 499	Undergraduate Research in Persian	Varies	Varies	3	0	0	X	X	100%	
SNKRT 301	Introduction to Sanskrit	Cox	F	5	1	4	X	X	100%	

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COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT		ENROLLMENT		OFFERINGS		PERCENT S. ASIA CONTENT
				HOURS	UG	G	2012-2013	2013-2014	2014-2015	
SNKRT 302	Introduction to Sanskrit	Salomon	W	5	0	3	X	X		100%
SNKRT 303	Introduction to Sanskrit	Lenz	S	5	0	4	X	X		100%
SNKRT 401	Intermediate Sanskrit	Cox	F	5	1	2	X	X		100%
SNKRT 402	Intermediate Sanskrit	Cox	W	5	0	2	X	X		100%
SNKRT 403	Intermediate Sanskrit	Salomon	S	5	0	2	X	X		100%
SNKRT 411	Advanced Sanskrit	Cox	F	5	0	2	X	X		100%
SNKRT 412	Advanced Sanskrit	Lenz	W	5	0	2	X	X		100%
See SNKRT 582										
SNKRT 413	Advanced Sanskrit	Salomon	S	5	0	3	X	X		100%
See SNKRT 550										
SNKRT 499	Undergraduate Research in Sanskrit	Varies	Varies	3	0	0	X	X		100%
SNKRT 550	Seminar on Sanskrit Literature	Salomon	S	3	0	3	X	X		100%
See SNKRT 413										
SNKRT 581	Readings in Buddhist Texts	Lenz	F	3	0	3	X	X		100%
See SNKRT 411										
SNKRT 582	Readings in Buddhist Texts	Lenz	W	3	0	3	X	X		100%
See SNKRT 412										
URDU 311 *	Elementary Urdu	Ahmad	F	5	6	2	X	X		100%
URDU 312 *	Elementary Urdu	Ahmad	W	5	2	2	X	X		100%
URDU 313 *	Elementary Urdu	Ahmad	S	5	3	2	X	X		100%
URDU 321 *	Intermediate Urdu	Dubrow	F	5	2	2	X	X		100%
URDU 322 *	Intermediate Urdu	Dubrow	W	5	2	2	X	X		100%
URDU 323 *	Intermediate Urdu	Dubrow	S	5	1	2	X	X		100%
URDU 401 *	Advanced Urdu	Ahmad	F	5	2	1	X	X		100%
URDU 402 *	Advanced Urdu	Ahmad	W	5	1	1	X	X		100%
URDU 403 *	Advanced Urdu	Ahmad	S	5	2	1	X	X		100%
URDU 499 *	Urdu: Independent Study	Ahmad	Varies	3	0	0	X	X		100%
<b>STUDY ABROAD</b>										
FSTDY 300	Study Abroad in South Asia	Varies	Varies	Varies	72	6	X	X		100%

\* Courses funded by the NRC Grant

\*\* New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT		OFFERINGS		PERCENT S. ASIA
					2012-2013	2013-2014	2014-2015		CONTENT
<b>TACOMA CAMPUS</b>									
T GH 300	Re-Orienting the Global	McMillin	F	2	13	0			25% (lectures, readings)
T COM 230	Media Globalization and Citizenship	McMillin	S	5	39	0			25% (lectures, readings)
TIAS 503	Evidence and Action	Parker	W	6	0	11			25% (lectures, readings)
TIAS 504	Values and Action	Parker	W	6	0	11	X	X	25% (lectures, readings)
<b>URBAN PLANNING AND DEVELOPMENT</b>									
URBDP 585	Introduction to Historic Preservation Planning	Chalana	F	3	0	4	X	X	25% (lectures, readings)

\* Courses funded by the NRC Grant

\*\* New Courses





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### PROJECT DIRECTOR

**YANG, Anand A.** Director, South Asia Center, and Tamaki Professor, International Studies, Henry M. Jackson School of International Studies, and Professor of History, Year of appointment: 2002

**Education:** B.A. (History), Swarthmore College, 1970

Ph.D. (History), University of Virginia, 1976

**Number of theses supervised (past 5 years):** 3 PhD, 3 MAs

**Major fields of interest & research:** Migration, peasants, imperialism and colonialism, comparative and world history, human security, South Asia, Southeast Asia, East Asia, comparative Asia

**Foreign Language Competence:** Hindi = 5, Urdu = 5, Chinese = 3, Spanish = 2, French = 2\*

**Overseas / academic / field experience:** India, 1974-75, 1984-85, 1994-95, brief visits, 2012, 2013

**Distinctions:** President of the Association for Asian Studies (2006); President, World History Association (2008-10), Board of Directors of the American Council of Learned Societies (2006-10); Executive Committee of the Association of Professional Schools of International Affairs and Advisory Board Member of the Council for International Exchange of Scholars (2006-present); Editor of the *Journal of Asian Studies* (1995-2000) and the *Journal of Peasant Studies* (1981-1994).

#### **Recent Publications:**

*Empire of Convicts*, book manuscript, forthcoming

(with Kamal Sheel and Ranjana Sheel), annotated translation of Gadhadar Singh's *Thirteen Months in China*, forthcoming

"China and India are One: A Subaltern's Vision of 'Hindu China' during the Boxer Expedition of 1900-1901," in *Asia Inside Out: Critical Times*, eds. Eric Tagliacozzo, Helen Siu, Peter Perdue. Cambridge: Harvard University Press, forthcoming.

"Mobilizing Convict Bodies: Indian Convict Workers in Southeast Asia in the Early Nineteenth Century," in *The Hidden History of Crime, Corruption, and States*, ed. Renate Bridenthal. New York: Berghahn Books, 2013.

2010 "Asian Studies Past, Present, and Future," *Asia Policy* 9: 21-25.

2007 "Bandits and Kings: Moral Authority and Resistance in Early Colonial India," *The Journal of Asian Studies* 66, 4: 881-96.

2007 "A Subaltern's China: An Indian Soldier's Account of the Boxer Uprising and the World in 1900-1," in *The Boxers, China, and the World*, eds. Robert Bickers and R. G. Tiedemann. Lanham, Md.: Rowman & Littlefield.

2005 *Interactions: Transregional Perspectives on World History*. Honolulu: University of Hawaii Press, co-editor (with Jerry Bentley and Renate Bridenthal).

1998 *Bazaar India: Peasants, Traders, Markets and the Colonial State in Gangetic Bihar, 1765-1947*. Berkeley and Los Angeles: University of California Press, 1998. New Delhi: Munshiram Manoharlal, 2000.

**Courses taught:** SIS 200, States and Capitalism; SIS 495, Task Force on Migration; SIS 495, Task Force on US Policy Towards Afghanistan; JSIS A 508, Seminar on South Asia; HSTAS 403, Nineteenth Century India; HSTAS 404, Twentieth-Century South Asia

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%: x

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### ANTHROPOLOGY

**AMRUTE, Sareeta Bipin**, Assistant Professor, Department of Anthropology; Year of appointment: 2008  
**Education:** B.A. (Art History), Columbia University, 1997, M.A. (Anthropology), University of Chicago, 2001, Ph.D. (Anthropology), University of Chicago, 2008

**Number of theses supervised (past 5 years):** 2

**Major fields of interest & research:** Sociocultural anthropology and science and technology studies; Information Technology; history of the present, theories of circulation, race and gender; South Asia

**Foreign Language Competence:** German = 2, Hindi = 1, Marathi = 1.\*

**Overseas / academic / field experience:** Germany (2 years field research)

**Distinctions:** UW Royalty Research Fund Grant, 2009; UW Science Studies Network Faculty Fellow, 2009; Successful Nomination of Dipesh Chakrabarty for Katz Fellowship, 2009; External Postdoctoral Fellowship, Center for Cultural Analysis, Rutgers University, 2006.

**Recent Publications:** Under review. *Encoding Race, Encoding Class: An Ethnography of Indian IT Workers in Berlin*. Duke University Press. Forthcoming. "Moving Rape: Trafficking in the Violence of Postliberalization." *Public Culture*. April 2015. 2014 "Proprietary Freedoms in an IT Office: How IT Workers Negotiate Code and Cultural Branding." *Social Anthropology* 22(1):101-117. 2011 "The 'New' Nonresidents of India: A Short History of the NRI" in Anthony D'Costa, ed. *The New India*. London: Anthem

2010 "Living and Praying in the Code: the Flexibility and Discipline of Indian Information Technology Workers (ITers) in a Global Economy." *Anthropology Quarterly* 3(23).

**Courses taught:** Anth/SIS 412 South Asian Social Structure; Anth 463 Critiques of Contemporary Capitalism; Anth/SIS 369 South Asian Diasporas, Anth 380 Subject, Person Place: Intro to Social Theory

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X

**CITRIN, David** Affiliate Instructor, Department of Anthropology; Year of appointment: 2014

**Education:** B.A. (Cultural Anthropology), Cornell University, 2002; M.P.H. (Global Health), University of Washington, 2011; Ph.D. (Sociocultural Anthropology), UW, 2012

**Major fields of interest & research:** Humanitarian and medical volunteer work in Nepal

**Foreign Language Competence:** Hindi = 5, Nepali = 5, Spanish = 4\*

**Overseas / academic / field experience:** Work, research and travel in Nepal, Thailand, India, Latin America.

**Distinctions:** Outstanding Student Award, Department of Global Health; Fulbright-Hays Doctoral Dissertation Research Abroad Grant; Nancy Bell Evans Center on Nonprofits & Philanthropy.

**Recent Publications:** 2014 (under review). "Unpacking Food Aid Rice: Changing Foodways, Hunger, and the Taste of Temporary Meals in Northwest Nepal. *Food and Foodways*.

2010. "The Anatomy of Ephemeral Health Care: "Health Camps" and Medical Voluntourism in Remote Nepal." *Studies in Nepali History and Society*, Vol. 15(1): 27-72.

**Courses taught:** Comparative Systems of Healing; Perspectives in Medical Anthropology; Labor, Identity, and Knowledge in Health Care.

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%:                      25-50%                      25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**HOLMAN, Darryl**, Associate Professor, Anthropology; Acting Director, Center for Social Science Computing and Research; Year of appointment: 1999

**Education:**

B.S. (Anthropology), University of Wisconsin–Madison, 1988

M.S. (Anthropology), University of Wisconsin–Madison, 1990

Ph.D. (Anthropology and Demography), Pennsylvania State University, 1996

**Number of theses supervised (past 5 years):** 1 Ph.D. chaired, 6 Ph.D. committees.

**Major fields of interest & research:** Anthropological demography, health and reproduction, reproductive ecology, birth spacing, fetal mortality, human mortality, statistical modeling, computer simulation methods.

**Foreign Language Competence:** Bengali = 2\*

**Overseas / academic / field experience:** Bangladesh

**Distinctions:** Editorial Board, *Annals of Human Biology*; 2005-2010 International Kuril Island *Paleobiogeography* Project: Dynamics of Human and Natural Systems in Historic Perspective. Funded by: NSF (Biocomplexity). Investigators: Fitzhugh B [PI], DJ Holman.

**Recent Publications:** MacInnes B, Fitzhugh B, Holman DJ (*in press*) Controlling for landform age when determining the settlement history of the Kuril Islands. *Geoarchaeology*.

Parker D, Holman DJ (2012) Event history analysis of dengue fever epidemic and inter-epidemic spells in Barbados, Brazil, and Thailand. *International Journal of Infectious Diseases*. 16(11):e793-8.

Yamaguchi K, Holman DJ (2010) Longitudinal analysis of permanent tooth emergence in Japanese children. *Anthropological Sciences*. 118(2): 141-149.

O'Connor KA, Ferrell R, Brindle E, Trumble B, Shofer J, Holman DJ, Weinstein M (2009) Progesterone and ovulation across stages of the transition to menopause. *Menopause* 16(6): 1178-87.

**Courses taught:** Human Population Genetics; Special Topics: Mathematical Models of Social Evolution; Quantitative Methods and Modeling for Biocultural Anthropology; Human Reproductive Ecology; Event History Analysis for the Social Sciences.

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%:                      25-50%:                      25% or less: X

**KEYES, Charles**, Professor Emeritus, Department of Anthropology and Jackson School of International Studies; Year of Appointment: 1965

**Education:** B.A. (Anthropology and Mathematics), University of Nebraska, 1959; Ph.D.(Anthropology), Cornell University, 1967

**Number of these supervised (past 5 years):** PhD = 4, M.A. = 1

**Foreign Language Competence:** Thai = 4; Lao = 3; Vietnamese = 2; French = 2\*

**Major fields of interest & research:** Ethnicity and ethnic group relations; Religion and modernity; Critical development theory in Mainland Southeast Asia, especially Thailand and Vietnam

**Overseas Experience:** Thailand, 1962-2011 (9 years total); Vietnam, 1988-2002; Laos, 1989, 1992

**Distinctions:** U.S. Office of Education, Technological Innovation and Cooperation for Foreign Information Access Program; Honorary PhD, Mahasarakham University, 2004.

**Recent Publications:** *Finding Their Voice: Northeastern Villagers and the Thai State*. Chiang Mai, Thailand: Silkworm Press, 2014

*'Cosmopolitan' Villagers and Populist Democracy in Thailand,* " in special issue of South East Asia Research, ed. by Eli Elinoff., South East Asia Research, 20.3: 343–360, 2012

**Courses Taught:** ANTH 315 SEA Civilization; ANTH 350 Buddhism and Society; ANTH 421 Belief, Ritual and the Structure of Religion; ANTH 428 Anthropological Perspectives on Ethnicity; ANTH 445 Literature and Society in SEA; ANTH 514 Regional Seminar; ANTH 527 Seminar on Ethnicities, Nations, and Cultural Identities; ANTH 550 Field Techniques in Ethnography.

**Percentage of time devoted to teaching South Asian Studies Courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**LEONETTI, Donna** Professor, Department of Anthropology; Year of appointment: 2003

**Education:**

B.A. (Anthropology), University of Washington, 1965

M.A. (Anthropology), University of Washington, 1967

Ph.D. (Anthropology), University of Washington, 1976

**Number of theses supervised (past 5 years):** 7 M.A., 7 Ph.D.

**Major fields of interest & research:** Household ecology and demography; intergenerational relationships, marriage, reproductive ecology, N.E. India (Bengali and tribal Khasi)

**Foreign Language Competence:** Spanish = 3\*

**Overseas / academic / field experience:** India (1993, 2000-04)

**Distinctions:** Secretary of Evolutionary Anthropology Society of the American Anthropological Association (2008-2012), Promotion to full professor (2008).

**Recent Publications:** Age of first reproduction and economic change in the context of differing kinship ecologies. *American Journal of Human Biology*, In press. [with Nath, D. C.]

Parental investment and constrained mating opportunity for men in women's second marriages among the Khasi. Under revision. *Evolution and Human Behavior* [with Nath, D.C., Hemam, N.S.]

**Courses Taught:** Biocultural Anthropology 387, Biocultural Anthropology 569

**Percentage of time devoted to teaching South Asian Studies courses:** 25 % or less: X

**OSANLOO, Arzoo** Associate Professor, Anthropology and Law; Year of appointment: 2002

**Education:**

B.A. (French/English), University of Colorado, 1990

J.D. American University, 1993; M.A. (Cultural and Social Anthropology), Stanford University, 1997

Ph.D. (Cultural and Social Anthropology), Stanford University, 2002

**Number of theses supervised (past 5 years):** 10

**Major fields of interest & research:** Human rights, transnational law, women's studies, globalization, and Islam

**Foreign Language Competence:** French = 5, Farsi = 5\*

**Overseas / academic / field experience:** Iran, Cyprus, France

**Distinctions:** Colloquium Award, Simpson Center for Humanities, University of Washington, 2013-14; Social Sciences Advisory Council, Research Award, Fetzer Institute, 2012-13; Fellowship, Program in Law and Public Affairs, Princeton University, 2011-12; Center for Global Studies, Course Development Grant, University of Washington, Summer 2010; Royalty Research Fund Award, University of Washington, 2009;

**Recent Publications:** "Debating Gender and Family Law in Pre- and Post-revolutionary Iran," *New Middle Eastern Studies, Special Issue: Islam and Revolution* (accepted for publication).

"Khomeini's Legacy on Women's Rights and Roles in the Islamic Republic of Iran," in *A Critical Introduction to Khomeini*. Arshin Adib-Moghaddam, ed. Cambridge: Cambridge University Press, 2014. Pps. 239-255.

"From Status to Rights: The Shifting Dimensions of Women's Affairs and Family Law in Iran." In *Feminist Activism, Women's Rights and Legal Reform*, Mulki Al-Sharmani, ed. London: ZED Books, 2014. Pps. 125-150.

"Human Rights By Any Other Name." In *Iran Confronting 21st Century Challenges: In Honour of Mohammad- "When Blood Has Spilled: Gender, Honor, and Compensation in Iranian Criminal Sanctioning."* *PoLAR: Political and Legal Anthropology Review*, 35(2): 307-325, November 2012.

**Courses taught:** Intl. Human Rights in Culture & Practice LSJ321/ANTH 323; Women's Rights & Politics in Muslim Societies LSJ 421/ANTH 498; Law & Culture LSJ 499

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### ART HISTORY

**KHULLAR, Sonal** Assistant Professor of Art History; Year of appointment: 2009

**Education:** M.A. (Art History), UC-Berkeley, 2004; Ph.D. (Art History), UC-Berkeley, 2009

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Colonialism, nationalism, and modernism in South Asia; Feminist practice and theory; Art history and anthropology; Collecting, connoisseurship, & cosmopolitanism

**Foreign Language Competence:** Hindi = 5, French = 3\*

**Overseas / academic / field experience:** India, Sri Lanka, France, Belgium, The Netherlands, Turkey, Tunisia, United Kingdom

**Distinctions:** Millard Meiss Publication Award of the College Art Association (2014); ACLS Charles A. Ryskamp Research Fellowship (2014); ACLS Comparative Perspectives on Chinese Culture & Societies Grant (with Sasha Welland) to support collaborative work in China studies (2012)

**Recent Publications:** *Worldly Affiliations: Artistic Practice, National Identity, & Modernism in India, 1930-1990*. Berkeley: University of California Press, in press, forthcoming spring 2015.

“The Art of Ideas: Critics, Journals, & Modernism in India, c. 1946-1981” in *Twentieth-Century Indian Art*, eds. Rakhee Balaram, Parul Dave-Mukherji, & Partha Mitter. New Delhi: Art Alive Foundation, in press, forthcoming 2015.

“Parallel Tracks: Pan Yuliang & Amrita Sher-Gil in Paris,” *Eurasian Encounters: Intellectual & Cultural Exchanges, 1900-1950*, eds. Carolien Stolte & Yoshi Kikuchi. Amsterdam: Amsterdam University Press, in press, forthcoming 2014.

**Courses taught:** ART H 214: Art of India from Mohenjo-Daro to the Mughals; ART H 312: Art & Empire in India, 1750-1900; ART H 314: Modern & Contemporary Art in India, 1900-Present; ART H 414: Curating India: History & Theory of Museums in the Colony; ART H 414: Contemporary Art & Globalization; ART H 509: Fragments, Ruins, & Traces in the Art of South Asia; ART H 500: Methods in Art; ART H 514: Towards A Global History of Modern & Contemporary Art; ART H 514: On Site: Space, Place, & Location in Contemporary Art.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%:

### ASIAN LANGUAGES & LITERATURE

**ABEDIN, Nandini**, Lecturer, Department of Asian Languages & Literature; Year of appointment: 2009

**Education:** B.Sc. (Economics), Dhaka University, Bangladesh, 1985; M.Sc. (Economics), Dhaka University, Bangladesh, 1987; MATESOL (Master of Arts for Teachers of English to Speakers of Other Languages), University of Washington, 2004

**Major fields of interest & research:** Bangla language & literature, pedagogy

**Foreign Language Competence:** Bangla = 5\*

**Language Pedagogy Training:** MATESOL (2004), University of Washington, Seattle; Workshop on Less Commonly Taught Languages (July 2010), The Center for Advanced Research on Language Acquisition (CARLA), Minnesota.

**Overseas / academic / field experience:** Lecturer in Bangladesh

**Teaching & Work Experience:** 2009 – present: Lecturer in Elementary, Intermediate, Advanced Bangla, University of Washington, Seattle; 2005 – present: Consultant, Elementary Bangla Project, University of Washington; 1996 – 2007: Interpreter, Dynamic Language Center, Seattle, Washington 2005 – 2006:

**Courses taught:** BENG 311, 312, 313, 321, 322, 323, 401, 402, 403, 499

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**AHMAD, Jameel**, Lecturer, Department of Asian Languages & Literature; Year of appointment: 2004

**Education:**

B.Sc. (Chemistry), Avadh University, India, 1992

M.A. (Urdu), Jawaharlal Nehru University, 1996

M.Phil (Urdu), Jawaharlal Nehru University, 1998

Ph.D (Urdu), Jawaharlal Nehru University, 2011.

**Major fields of interest & research:** Hindi & Urdu Literature, Ghazal History & Criticism, Translation Studies, Classical Urdu Poetry.

**Foreign Language Competence:** Urdu = 5, Hindi = 5, Avadhi = 5, Persian = 2, Sanskrit = 2, Arabic = 1\*

**Language Pedagogy Training:** Curriculum design workshop for Advanced Urdu based on ILR guideline for AIPS- BULPIP program, University of California, Berkeley, Feb 20-22, 2014; ACTFL OPI testing workshop at Rutgers University, New Brunswick, April 14-17, 2008; SALRC Assessment Workshop: "How Should Student Learning Be Measured?" University of California, Berkeley, October 27-28, 2006; Urdu Curriculum Development Workshop, South Asia Program, AL&L, April 29-30, 2004; Language Faculty Development Annual Workshop by AIIS, Pune, India, December 25-28, 2002.

**Overseas / academic / field experience:** India 1990-2003 & almost annually, England, 2004 & 2013

**Courses taught:** URDU 311, 312,313, Urdu 321,322,323, Urdu 401,402,403 Urdu 499 (Independent Study) Hindi 311, 312, 313 (Intensive Summer), Hindi 403. Asian.498 "Poetry of Love & Liberation: Intro to Urdu Poetry"

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%: X                      25-50%:                      25% or less:

**COX, Collett**, Professor, Department of Asian Languages & Literature (Buddhist Studies); Year of appointment: 1985

**Education:**

B.A. (Religion), Carleton College, 1972

M.A. Columbia University, 1974; M. Phil, Columbia University, 1976

Ph.D. (Asian Religions & Buddhist Studies), Columbia University, 1983

**Number of theses supervised (past 5 years):** 3

**Major fields of interest & research:** Buddhist history & doctrine; Indian philosophy & religions

**Foreign Language Competence:** Sanskrit = 5, Chinese = 3, Japanese = 3, Pali = 3, French = 3\*

**Overseas / academic / field experience:** India: one year; Japan: 4 years; London, The British Library.

**Distinctions:** British Library/University of Washington Early Buddhist Manuscripts Project, 1996-present; NEH Collaborative Research Program, "Early Buddhist Manuscripts Project," 1999-2014; NEH Preservation & Access, "A Dictionary of the Gandhari Language," 1999-2014.

**Recent publications:**

*A Gāndhārī Abhidharma Text: the British Library Kharoṣṭhī Fragment 28.* (transcription, edition, translation, & contextual study in the British Library early Buddhist manuscript collection) (in progress). "What's in a Name? School Affiliation in an Early Buddhist Gāndhārī Manuscript." *Bulletin of the Asia Institute* 23 (2009); 53-63.

"Gāndhārī Kharoṣṭhī Manuscripts: Exegetical Texts." In Paul Harrison & Jens-Uwe Hartmann, eds., *From Birch* **Courses taught:** ASIAN 411, 585; SNKRT 301- 303, 401-403, 411-413, 495, 581, 582; INDN 495; RELIG 202, 354, 501

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%: X                      25-50%:                      25% or less:



## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**DUBROW, Jennifer E.** Assistant Professor, Department of Asian Languages & Literature; Affiliated Faculty, Textual Studies Program, South Asia Center; Year of Appointment: 2006

**Education:** B.A. (Middle East & Asian Languages & Cultures), Columbia, 2000

M.A. (South Asian Languages & Civilizations), University of Chicago, 2002

Ph.D. (South Asian Languages & Civilizations), University of Chicago, 2011

**Number of theses supervised (past 5 years):** 1 M.A.

**Major fields of interest & research:** 19<sup>th</sup>-century Urdu literature; history of the novel; print culture & book history in South Asia.

**Foreign Language Competence:** Urdu = 5, Hindi = 4, French = 2, Persian = 1.\*

**Language Pedagogy Training:** 2013 Urdu Language Workshop at UW

**Overseas / academic / field experience:** India, 2002-03 for language study; bi-yearly trips to India.

**Distinctions:** Cross-Disciplinary Research Cluster, Simpson Center for the Humanities, UW (2014-15); Faculty Research Fellowship Award, Simpson Center Society of Scholars (2013-2014); Royalty Research Fund Grant, University of Washington (2013-2014).

**Recent Publications:** *The Novel & the Newspaper: Modern Fiction & Print in Colonial India*, book manuscript in progress.

“New Social Formations in Print: Redefining Respectability in *The Tale of Azad*.” Article in progress, to be submitted to *Modern Asian Studies*.

“Capturing the Picture: The Novel, the Camera & the Lithographic Image in Colonial North India.” Article in progress.

Article on “Khwaja Haydar Ali Atish,” *Encyclopaedia of Islam, Third Edition*, forthcoming.

**Courses taught:** Asian 206/CLit 396: Modern Literature of South Asia; Urdu 321, 322, 323:

Intermediate Urdu; Asian 207: A Thousand & One Narrators: Masterpieces of Story Literature from India & Beyond; Asian 498: Survey of Urdu Literature in Translation; CLit 252: Introduction to Comparative Literature: Genres; Hindi 401-402-403: Advanced Hindi; Hindi 431: Advanced Conversational Hindi; Hindi 451: Advanced Hindi Readings.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: x

**LENZ, Timothy J.** Acting Assistant Professor, Department of Asian Languages & Literature; Year of appointment: 2000

**Education:** B.A. (Music/Religion), Western Michigan University, 1979

M.A. (Asian Languages & Literature) University of Washington, 1995

Ph.D. (Asian Languages & Literature), University of Washington, 1999

**Major fields of interest & research:** Early Indian Buddhism, Gāndhārī language & literature, Religious narrative.

**Foreign Language Competence:** Sanskrit= 4, Pali = 3, Hindi = 2\*

**Overseas / academic / field experience:** Japan - 6 months, India - 6 months

**Recent Publications:** “Fragments of an Ekottarikāgama Manuscript in Gāndhārī,” by Chanida Jantrasrisalai, Timothy Lenz, LIN Qian, & Richard Salomon (lead author). In Jens Braavig, ed., *Buddhist Manuscripts, Volume 4. Manuscripts in the Schøyen Collection*. Oslo: Hermes Publishing. Forthcoming.

Further Gandhāran Avadānas: British Library Fragments 4 & 12 + 14. In progress (with Jason Neelis)

“Ephemeral Dharma, Magical Hope.” *Bulletin of the Asia Institute* 23. Forthcoming.

“Behind the Birch Bark Curtain.” In *Women in Early Buddhism: Comparative Textual Studies*. South Asia Research series. New York: University of Texas Center for Asian Studies & Oxford University Press. Forthcoming.

*Sanskrit Paradigms: Tools for Memorization*. Seattle 2010.

*Gandhāran Avadānas: British Library Fragments 1–3 & 21 & Senior Supplementary Fragments A–C*. Seattle: University of Washington Press, 2010.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: x

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**PAHLAJRAI, Prem**, Lecturer, Asian Languages & Literature; Year of appointment: 2007

**Education:** B.S. (Computer Engineering), Pune University, 1987

M.S. (Electrical Engineering), Georgia Institute of Technology, 1990

M.A. (Asian Languages & Literature), University of Washington, 2005

Ph.D. (Asian Languages & Literature), University of Washington, 2013

**Major fields of interest & research:** Hindi language, Indian philosophy & religions

**Foreign Language Competence:** Hindi = 5, Sindhi = 2, Marathi = 2, Sanskrit = 1, German = 2

**Language Pedagogy Training:**

**Overseas / academic / field experience:** Summer 2004 – Pune, India, Advanced Sanskrit Study

Summer 2006 - Rishikesh & Rajasthan, India, field work and study on Vedanta (Indian philosophy & religion)

Summer 2008 - Badrinath, Haridwar & Rajasthan, India, field work and study on Vedanta (Indian philosophy & religion)

**Courses taught:** Elementary and Intermediate Hindi

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X:

**PAUWELS, Heidi Rika Maria**, Professor, Asian Languages and Literature; Year of appointment: 1996

**Education:** B.A. (Eastern Philology and History), Katholieke Universiteit Leuven, Belgium, 1983

M.A. (Eastern Philology and History), Katholieke Universiteit Leuven, Belgium, 1986

Ph.D. (Asian Languages & Literature), University of Washington, 1994

**Number of theses supervised (past 5 years):** 1 Ph.D., 6 M.A.

**Major fields of interest & research:** Hindi, Hinduism (bhakti, hagiography); Hindu goddesses, gender in epic texts; folk Hinduism (heroines in women's songs from the Braj area); Ramayana; Hinduism-Islam interface.

**Foreign Language Competence:** Dutch, Hindi, French, German = 5; Sanskrit, Braj Bhasa, Avadhi = 4; Rajasthani, Apabhramsa, Urdu, Avestan = 2; Greek, Prakits, Latin, Persian = 2\*

**Language Pedagogy Training:** Workshop on Hindi Pedagogy at Yale University, 2009

**Overseas / academic / field experience:** India, 1983-84, 1986-87, 1987-88, 1989, 1995, 2003; China, 2006

**Distinctions:** Guggenheim Fellowship (2011-12); AIIS Senior Research Grant (2011-12); 2009, Invitations to speak at Harvard, Oxford, SOAS London; 2007, Arts and Sciences Scholarly Exchange Program Grant; 2006, National Endowment for the Humanities summer stipend; 2005, Invited professor at the Sorbonne, Paris.

**Publications:**

2014 Culture in Circulation in Eighteenth-Century North India: Urdu Poetry by a Rajput Krishna Devotee. In: Allison Busch and Thomas de Bruyn, eds. *Culture and Circulation*. Leiden: Brill.

2013 "When a Sufi tells about Krishna's-Doom: The Case of Kanhavat." *The Journal of Hindu Studies* (2013;6): 21–36.

2012 Heidi Pauwels, Monika Horstmann, eds. *Indian Satire in the Period of First Modernity*. Khoj 9. Harrassowitz Verlag.

2011 "A Tale of Two Temples: Mathura's Kesavadeva and Orchha's Caturbhujadeva." *South Asian History and Culture* 2.2: 278-299.

2011 "Rathauri Mira." *International Journal of Hindu Studies* 14.2-3: 177-200.

**Courses taught:** H A&S 261, IND 300, HINDI 401, 502, RELIG 352, 490, 502, SNKRT 413, 550, Asian 203, 206, 207, SISA 494, Asian 498B and Asian 580/ co-taught with JSIS, Hindi 402, 501, 421, Honors 211B.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**SALOMON, Richard G.**, Professor, Asian Languages & Literature (Sanskrit); Year of appointment: 1981

**Education:** B.A. (Oriental Studies), Columbia University, 1970; Ph.D. (Sanskrit), University of Pennsylvania, 1975

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Sanskrit and Prakrit language/literature; Indian epigraphy & paleography; early history of South Asian subcontinent; Gandharan studies; Indian Buddhist literature.

**Foreign Language Competence:** Sanskrit = 5, Pali = 5, Prakrit = 5, Hindi = 3, Bengali = 2, Tibetan = 2, Chinese = 2\*

**Overseas experience:** India, Norway, Great Britain, Pakistan, Uzbekistan, Israel, Germany

**Distinctions:** 1995-6 Royalty Research Fellowship and Professorship; 2006 Solomon Katz Lecturer in the Humanities, UW; 2011 – present: Vice-President, International Association for Buddhist Studies; 2014-15: President, American Oriental Society.

**Recent publications:**

“Observations on the Deorkothar Inscriptions and their Significance for the Evaluation of Buddhist Historical Traditions” (with Joseph Marino). Annual Report of the International Research Institute for Advanced Buddhology at Soka University 17 (2014): 27-39.

“Gāndhārī Manuscripts in the British Library, Schøyen and Other Collections.” In Paul Harrison and Jens-Uwe Hartmann, eds., *From Birch Bark to Digital Data: Recent Advances in Buddhist Manuscript Research*. (Vienna: Österreichische Akademie der Wissenschaften, 2014), pp. 1-17.

**Courses taught:** ASIAN 203, ASIAN 404, IND 401-403, 410, 590, SNKRT 301-303, 401-403, 411-413, 491-493.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

**SHAPIRO, Michael C.**, Professor, Chair, Asian Languages & Literature (Hindi); Divisional Dean of Humanities; Year of appointment: 1970

**Education:**

B.A. (Comparative Language), Queens College (CUNY), 1967

M.A. (Linguistics), University of Chicago, 1970

Ph.D. (Linguistics), University of Chicago, 1974

**Number of theses supervised (past 5 years):** 3 Ph.D., 3 M.A.

**Major fields of interest & research:** Hindi language/linguistics/literature; Indo-Aryan comparative and historical grammar; New Indo-Aryan philology

**Distinctions:** Member of numerous accreditation and review panels for universities and colleges

**Foreign Language Competence:** Hindi=5, Urdu=4, Nepali=1, Sanskrit=2, Gujarati=2, Punjabi=3\*

**Language Pedagogy Training:** On Hindi and Urdu teaching materials (Philadelphia, 2003); on Urdu curriculum (Seattle, 2004); Member of Executive Committee, South Asia National Language Center (2002-2005)

**Overseas / academic / field experience:** India, Pakistan

**Recent Publications**

“Linguistic and Philological Approaches to Sacred Sikh Literature.” In *The Oxford Handbook of Sikh Studies* (ed. Pashaura Singh and Louis E. Fenech, Oxford, 2014).

“Rhetorical Structure and Strategies in *Asa ki var*.” In *Gurumala: Papers in Honour of Shyam Manohar Pandey* (ed. Stefania Cavaliere, Naples, 2008)

**Courses taught:** Hindi language (all levels: Hindi 311-13, Hindi 321-23, Hindi 401-3, Hindi 451), Hindi literature (Hindi 421-23, 501, 503), Hindi linguistics (Hindi 404), Humanities 101, South Asian literature (Asian 203,206), General and historical linguistics (Asian 401, Linguistics 454)

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### BUILT ENVIRONMENTS (ARCHITECTURE)

**CHALANA, Manish**, Assistant Professor, Department of Urban Design and Planning; Year of appointment: 2005

**Education:** B.Arch. (Architecture), Mangalore University, 1993

M.Arch (Architecture), School of Planning & Architecture, India, 1996 M.Larch (Architecture), The Pennsylvania State University, 1999

Ph.D. (Architecture), University of Colorado, 2005

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Historic Preservation Planning and International Development and Planning

**Foreign Language Competence:** Hindi = 5, Punjabi = 2, Bengali = 1, Bhojpuri = 1\*

**Overseas / academic / field experience:** India – 1995, 1996, 2000, 2005

**Distinctions:** 2008: PI. Regional Park Plan for Prichard Park / Japanese-American Memorial, \$50,000.

**Recent Publications:** 2013 “Beyond Le Corbusier and the Modernist City: Reframing Chandigarh’s ‘World Heritage’; Legacy.” With Tyler Sprague. *Planning Perspectives*. 28(2), pp. 199-222.

2012 “Of Mills and Malls: The Future of Urban Industrial Heritage in Neo-liberal Mumbai.” *Future Anterior*. 9, pp.1-15.; 2010 “Slumdogs vs. Millionaires: Balancing Vernacular Environments and Global Modernity in Mumbai, India.” *Journal of Architectural Education*, 63(2), pp. 25-37; 2009 “Redefining Delhi’s Heritage Beyond the Monuments and Sites Framework.” *Indian Architect and Builder*, 22(9), pp. 94-95. Invited.

**Courses taught:** American Urban History: UrbDp 565; Intro to Historic Preservation Planning: UrbDp 585a; Digital Design Practicum: UrbDp 573; Study Abroad: India-Himalaya; Integrated Rural Planning & Development

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X

**PRAKASH, Vikramaditya**, Professor, Department of Architecture; Director, Chandigarh Urban Lab; Year of appointment: 1996

**Education:** B.Arch. Chandigarh College of Architecture, India, 1986

M.A., (History and Theory of Architecture and Urbanism), Cornell University, 1989

PH.D. (History and Theory of Architecture and Urbanism), Cornell University, 1994

**Major fields of interest & research:** Architecture, urban design, urban history, post-colonial Indian architecture.

**Number of theses supervised (past 5 years):** 2 Ph.D., 10 M.A.

**Foreign Language Competence:** English = 5, Hindi = 5, Punjabi = 5, French = 3\*

**Overseas / academic / field experience:** India 1963-1986, 1990-1993.

**Distinctions:** 2008 Book Research Grant, John Wiley and Sons, Inc., New York, NY (\$24,000); 2001 Book Research Grant, Graham Foundation for Advanced Studies in the Fine Arts, Chicago (\$20,000); 2001 Book Research Grant, John Wiley and Sons, Inc., New York, NY (\$60,000).

**Recent publications:** 2014 (Forthcoming) *Deruralization:*

*The Modernist City in the Age of Globalization*. Under contract with Routledge Publications, UK. 2013

“Review of William J. Glover, *Making Lahore Modern: Constructing and Imagining a Colonial City*” *Journal of the Society of Architectural Historians*, Vol. 72, No. 3, September.

2012 *Modernism in India: The Architecture of Shivdatt Sharma*. Mapin Publishing Pvt. Ltd, Ahmedabad, India.

**Courses taught:** Arch 504 Studio, Arch 505 Studio, Arch 251 World Architecture, Arch 445 South Asian Architecture, BE 551 Cont Built Environment

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### CHEMISTRY

**RATHOD, Pradipsinh**, Professor of Chemistry, Adjunct Professor of Global Health; Director, NIH International Center for Excellence for Malaria Research for South Asia; Year of appointment: 2001

**Education:**

B.S. (Biology), Portland State University, 1977

Ph.D. (Malaria Pharmacology, Functional Genomics), Oregon Health Sciences University, 1982

**Number of theses supervised (past 5 years):** 5

**Major fields of interest & research:** Malaria research in South Asia.

**Foreign Language Competence:** Gujarati, Hindi, Swahili

**Overseas / academic / field experience:** India

**Distinctions:** 2010-2017 Director, NIH International Center of Excellence for Malaria Research in South Asia; 2009-2012 Grand Challenges Explorations Award, Bill & Melinda Gates Foundation; 2007-2009 Co-chair, Molecular Parasitology Meeting, Marine Biological Labs, Woods Hole, MA.

**Recent Publications:**

Herricks, T.; Seydel, K.B.; Molyneux, M.; Taylor, T.; Rathod, P.K. "Estimating physical splenic filtration of *Plasmodium falciparum*-infected red blood cells in malaria patients." *Cellular Microbiology*. (2012)  
Marwaha, A.; White, J.; El Mazouni, F.; Creason, S.A.; Kokkonda, S.; Buckner, F.S.; Charman, S.A.; Phillips, M.A.; Rathod, P.K. "Bioisosteric transformations and permutations in the triazolopyrimidine scaffold to identify the minimum pharmacophore required for inhibitory activity against *Plasmodium falciparum* dihydroorotate dehydrogenase." *J. Med. Chem.* 2012, 55(17), 7425-7436.

**Courses taught:** CHEM 110 Introduction to Chemistry; CHEM 239 Organic Chemistry, CHEM 543 Chemical Biology.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less:

### COMPARATIVE LITERATURE

**MAHADEVAN, Sudhir** Assistant Professor, Film Studies Program, Department of Comparative Literature; Year of appointment: 2009

**Education:** B.A. (English), St. Xavier's College, Bombay University, 1995; M.A. (Cinema Studies), New York University, 2000; Ph.D. (Cinema Studies), New York University, 2009

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Early cinema history, 19<sup>th</sup> century print and visual culture, history of photography in South Asia, contemporary Indian cinema

**Foreign Language Competence:** Hindi = 5, Bengali = 5, Tamil = 5, Malayalam = 5, French = 1\*

**Overseas / academic / field experience:** India

**Distinctions:** Dean's Dissertation Fellowship, Graduate School of Arts and Sciences, New York University, Fall 2006-Spring 2007; Junior Research Fellow, American Institute of Indian Studies,

**Recent publications:** Book manuscript: "A Very Old Machine: South Asian Cinema and its Origins." Expected date of completion: August 2014.

"Archives and Origins: the Material and Vernacular Cultures of Photography in India," *Trans Asia Photography Review*, vol. 4, no. 1, Fall 2013. Online: <http://hdl.handle.net/2027/spo.7977573.0004.103>

"Early Cinema in South Asia: The Place of Technology in Narratives of its Emergence," *Framework: The Journal of Cinema and Media* vol. 54, no. 2 (Fall 2013), pp. 141-144

"Traveling Showmen, Makeshift Cinemas: the Bioscopewallah and Early Cinema History in India," *Bioscope: South Asian Screen Studies*, vol. 1, no. 1, January 2010 (Inaugural Issue): 27-48

**Courses taught:** Theory of Film Analysis, Hindi Cinema, Melodrama, Great Directors (David Cronenberg)

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%:X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### COMPUTER SCIENCE AND ENGINEERING

**RAO, Rajesh**, Associate Professor of Computer Science & Engineering; Year of appointment: 1998

**Education**

B.A. (Computer Science), Angelo State University, Texas, 1992

B.A. (Mathematics), Angelo State University, Texas, 1992

M.A. (Computer Science), University of Rochester, 1994

Ph.D. (Computer Science), University of Rochester, 1997

**Major fields of interest & research:** Computational Neuroscience and Brain-Computer Interfaces; Humanoid Robots that Learn from Humans; Analysis of the 4500-year-old Indus Script

**Distinctions:** *Electrocorticographic Brain-Machine Interfaces for Communication and Prosthetic Control* (Lead PI), NSF Biomedical Engineering Program, 09/01/2009-08/31/2012 (\$300,000); ONR Young Investigator Award, 2003-2006; David and Lucile Packard Fellowship, 2002-2007; NSF CAREER Award, 2002-2007.

**Recent Publications**

*Brain-Computer Interfacing: An Introduction*. Cambridge University Press, 2013.

“Probabilistic Analysis of an Ancient Undeciphered Script” (invited article, IEEE Computer, vol. 43(4), 76-80, April 2010).

“Statistical analysis of the Indus script using n-grams” (with N. Yadav et al., PLOS One, 5(3): e9506, March 2010)

Cortical activity during motor execution, motor imagery, and imagery-based online feedback (with K. Miller et al., *Proceedings of the National Academy of Sciences (PNAS)*, February 2010).

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%:        25-50%:                    25% or less: X

### ECONOMICS

**HEATH, Rachel**, Assistant Professor of Economics; Year of appointment: 2011

**Education:** B.S. (Economics), Duke University, 2005; M.A. (Economics), Yale University, 2007

M.Phil. (Economics), Yale University, 2008; Ph. D. (Economics), Yale University, 2011

**Major fields of research and interest:** Development and labor economics; Bangladesh garment industry

**Foreign Language Competence:** Spanish = 5, French = 3\*

**Overseas / academic / field experience:** Bangladesh

**Distinctions:** University of Washington Center for the Study of Demography and Ecology seed grant (2013); Yale University Dissertation Fellowship (Fall 2010); Ryoichi Sasakawa Young Leader's Fellowship, Yale University (2008-2009)

**Recent Publications:**

2014. “Women’s Access to Labor Market Opportunities, Control of Household Resources, and Domestic Violence.” *World Development*. 57: 32-46.

In progress. “Why Do Firms Hire Using Referrals? Evidence from Bangladeshi Garment Factories.”

In progress. “Does Demand or Supply Constrain Investments in Education? Evidence from Garment Sector Jobs in Bangladesh” with Mushfiq Mobarak.

In progress. “Intrahousehold Bargaining, Female Autonomy, and Labor Supply: Theory and Evidence from India” with Xu Tan.

**Courses Taught:** Topics in Microeconomics of Development (PhD), Development Economics (PhD), Honors Seminar (undergraduate), Development Economics (undergraduate), Microeconomic Theory (PhD)

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**KHALIL, Fahad** Professor of Economics; Year of appointment: 1991

**Education:**

B.S.S. (Economics), University of Dhaka, Bangladesh, 1985

M.A. (Economics), Virginia Tech, 1988

Ph. D. (Economics), Virginia Tech, 1991

**Major fields of research and interest:** Theory of Contracts, Industrial Organization, and Economics of Information

**Foreign Language Competence:** Bangla = 5\*

**Overseas / academic / field experience:** Bangladesh, UK, Germany

**Distinctions:** Alberta Corkery Distinguished Scholar, 2008 – present; President, Association for Economic and Development studies on Bangladesh, 2008-09; Member Program Committee, South and South East Asia Econometric Society Meetings, Chennai, December, 2006.

**Recent Publications:**

“Contracts offered by a Bureaucrat” (with Doyoung Kim and Jacques Lawarrée), forthcoming *RAND Journal of Economics*.

“Bribery vs. extortion: allowing the lesser of the two evils”, (with Jacques Lawarrée and Sung-Ho Yun), *RAND Journal of Economics*, 41/1 (Spring), 179-198, 2010.

Monitoring a Common Agent: implications for financial contracting, (with B. Parigi & D. Martimort), *Journal of Economic Theory*, 135/1, 35-67, 2007.

Optimal Task Design: to integrate or separate planning and implementation? (with D. Kim & D. Shin), *Journal of Economics and Management Strategy*, 15/2, 457-478, 2006.

**Courses Taught:** Microeconomics II & III; Theory of Industrial Organization; Topics in Contract Theory; Game Theory; Economics of Information; Industrial Organization and Price Analysis.; Microeconomics: methods and applications; Intermediate Microeconomics.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**ROSE, Elaina**, Associate Professor, Department of Economics; Year of appointment: 1996

**Education:**

B.B.A. (Economics), Temple University, 1983

M.A. (Economics), University of Pennsylvania, 1987

Ph.D. (Economics), University of Pennsylvania, 1993

**Number of theses supervised (past 5 years):** 29

**Major fields of interest & research:** development economics, labor economics, applied microeconomics

**Foreign Language Competence:** Spanish = 3\*

**Overseas/ field experience:** India, Great Britain

**Distinctions:** 2004-2005 Royalty Research Fund, University of Washington (\$24,554); 2002-2006 National Institute of Health/National Institute of Child Health and Human Development (\$531,695)

**Recent publications:**

2011 "Selection or Indoctrination: Why Do Economics Students Donate Less than the Rest?" *Journal of Economic Behavior and Organization* 98(3), (with Yoram Bauman).

2007 Child Gender and Father Involvement in Fragile Families. *Demography*: 79- 82.

2004 Investments in Sons and Daughters: Evidence from the Consumer Expenditures Survey, in *Family Investments in Children: Resources and Behaviors that Promote Success*, ed A. Kalil & T. DeLeire, Mahwah p. 163-180 (with S. Lundberg).

2004 More Daughters in Child Care? Child Gender and the Use of Nonrelative Child Care Arrangements. *Social Science Quarterly* 85(1):154-168 (with B. Hiedemann & J. Joesch).

**Courses taught:** Applied Microeconometrics, Economics of Gender, Labor Economics, Microeconomics

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### EDUCATION

**BEAUDOIN, Kathleen M.**, Associate Professor, Special Education Dual Track Coordinator, Department of Education, University of Washington, Tacoma; Year of appointment: 2000

**Education:** Ph.D. (Education), University of British Columbia, 1999; M.Ed. (Education), Central Washington University, 1990; B.A. (Education), Central Washington University, 1983

**Major fields of interest & research:** Special education, youth with emotional/behavioral disorders, Positive Behavioral Supports (PBS), working with educators to improve services for students with challenging behavior

**Overseas / academic / field experience:** 2009-10 Fulbright to Croatia

**Distinctions:** 2009-2010 Fulbright Scholar, University of Rijeka, Rijeka, Croatia; Nomination, 2006 and 2007, Distinguished Teaching Award, UW Tacoma;

**Recent publications:**

Benner, G. J., Uhing, B. M., Pierce, C. D., Beaudoin, K., Ralston, N. C., & Mooney, P. (in press). An extension convergent validity study of the Systematic Screening for Behavior Disorders and the Achenbach Teacher's Report Form with middle and high school students with emotional disturbances. *Journal of At-Risk Issues*.

Beaudoin, K., & Feuerborn, L. (2008). Preparing beginning special educators to consult. *Academic Exchange Quarterly*, 12(4), 222-227.

**Courses taught:** Service Learning Practicum in Education; Teaching Students with Special Needs; Classroom Management and Discipline; Introduction to Exceptionalities; Structuring the Classroom for Success; Introduction to Emotional and Behavioral Disorders; Collaborative Consultation; Classroom Management; Special Education Classroom Management; Teaching Students with Special Needs; Special Education Principles and Practices I.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**EISELE, Jean G.**, Senior Lecturer, Department of Education, University of Washington, Bothell; Year of appointment: 1999

**Education:**

Ed.D. (Curriculum and Instruction), Seattle Pacific University, 1998

M.Ed. (Teacher Education), University of Vermont, 1985

B.A. (Elementary Education), DePauw University, 1965

**Major fields of interest & research:** curriculum design, child development, contexts of schooling, culminating portfolios, reflective seminar courses in the Teacher Certification and Master of Education programs; South India.

**Overseas / academic / field experience:** India

**Distinctions:** Selected to lead Auroville Study Abroad Program, University of Washington, 2007-8

**Recent publications:**

2006 Teachers' centers' influence on classroom practice. In *Teachers' Centers*, edited by H. Watts and L. Keeney. Dolores Kohl Education Foundation, Chicago.

2001 *The year of the sparrow: An anthology*. Roots & Shoots Seattle, Jane Goodall Institute.

1998-present: program evaluations of elementary schools in Washington statement and for graduate secondary teacher education program (GSTEP) of Seattle Pacific University. Seattle Pacific University, Seattle.

**Courses taught:** CHID 298: Orientation for Study Abroad in India; GEN ST 350: Independent Fieldwork (in India); CHID 474: Asia Study Abroad (Auroville, India); B EDUC 402: Human Growth and Learning: Global Perspectives on Schooling

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X



## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**KAVIANI, Khodi**, Affiliate Lecturer, Department of Education, Year of appointment: 2012; Associate Professor, College of Education, Central Washington University, Year of Appointment: 2007

**Education:** B.A. (Political Science), Western Washington University, 1984

M.A. (International Studies), University of Washington, Jackson School of International Studies, 1986

Ph.D. (Curriculum and Instruction), University of Washington, 2007

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Social studies education, multicultural education, Middle East curriculum,

civics and democratic education, media and education.

**Foreign Language Competence:** Persian = 5\*

**Overseas Experience:** Iran, travel to Oman, United Arab Emirates, Tajikistan, and other countries

**Distinctions:** 2012-13: Advisory Board, Persian Studies Program, UW, 2012: Board Member, Washington State Council for the Social Studies

**Recent Publications:**

2014 "Rethinking Khayyaamism: His Controversial Poems and Vision." Hamilton Books (forthcoming).

2014 "Childhood Experiences in Selected Iranian Textbooks" (under review by Social Studies Research and Practice)

2014 "Zoroastrians in the United States: Preserving Culture" (under review by American Quarterly)

2011 "Issues Centered Education: A Path to Civic Engagement," *Teacher Education and Practice*, 24.2.

2011. "Teaching in Times of Turmoil," *Latin American Journal of Education*, 1.1.

**Courses taught:** Teaching and Learning about the Middle East, Methods and Materials in the Elementary Social Studies, Ed Assessment, Comparative Study of Global Education, Culture and Curriculum

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**VARGHESE, Manka** Associate Professor, College of Education; Year of appointment: 2004

**Education:** B.A., (English Literature) Bristol University, 1990; M.Sc. Ed in TESOL, University of Pennsylvania, 1994; Ph.D. (Educational Linguistics) University of Pennsylvania, 2000

**Number of theses supervised (past 5 years):** 14 PhD, 36 M.A.

**Major fields of interest & research:** Minority teacher education, higher education for linguistic minorities, immigration and schooling in Italy

**Foreign Language Competence:** Malayalam = 2 Italian = 5 French = 2 Spanish = 2\*

**Overseas / academic / field experience:** Italy

**Distinctions:** 2014, 2013, 2007, 2006, Nominee, Nominee, Marsha L. Landholt Distinguished Graduate Mentor Award, UW; 2010-2011, Royalty Research Fellowship, UW; 2005-2006,.

**Recent Publications:** Varghese, M. (in press). Forward. In J. Keengwe & G. Onchwari (Eds.), *Cross-cultural considerations in the education of young, immigrant learners*. Hershey, PA: IGI Global.

Varghese, M. (in press). Commentary: Special Issue on race and language learning in Canada. *Journal of Multilingual and Multicultural Development*.

**Courses taught:** Differentiated Instruction for Elementary Teacher Education Students, Multicultural Education for Elementary Teacher Education Students, ESL methods, Sociolinguistics, Teaching the Bilingual-Bicultural Student, Doctoral seminar in Cultural and Linguistic Diversity, Second language teacher education and identity

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### ENGINEERING

**BORDIA, Rajendra** Professor, Department of Materials Science and Engineering; Year of appointment: 1991

**Education:** B.S. (Mechanical Engineering), Indian Institute of Technology Kanpur, 1979;

M.S. (Mechanical Engineering), Cornell, 1981; Ph.D. (Mechanical Engineering), Cornell, 1986

**Major fields of interest & research:** constrained sintering of ceramics, complex oxides, porous materials, polymer-derived ceramics

**Distinctions:** Marsha Landolt Distinguished Graduate Mentor award from the University of Washington (2007); Humboldt Research Award, Alexander von Humboldt Foundation, Germany (2007); Fellow of the American Ceramic Society, (2002-present); Associate Editor of the Journal of the American Ceramic Society (1988-present)

**Recent publications:**

**R.Bordia**, R.Zuo, O.Guillon, S.Salamone, J.Rödel. 2006. Anisotropic constitutive laws for sintering bodies *Acta Materialia* 54 (1):111-118.

F. Zheng, **R.K. Bordia**, L.R. Pederson, E.A. Payzant and C.J. Rawn, 2004. Phase Stability of Sr and Mg Doped LaGaO<sub>3</sub>. *Mtls Research Bulletin* 39:141-155.

S.M. Salamone, L.C. Stearns, **R.K. Bordia**, & M.P. Harmer. 2003. Effect of Rigid Inclusions on the Densification and Constitutive Parameters of Liquid-Phase-Sintered YBa<sub>2</sub>Cu<sub>3</sub>O<sub>6</sub>+X Powder Compacts, *J. Amer. Ceram. Soc.* 86: 883-02.

**Courses taught:** MSE 362 Mechanical Behavioral Materials; MSE 492 Design Materials Energy

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**HOSSAIN, Faisal**, Associate Professor, Hydrology and Hydrodynamics, Department of Civil and Environmental Engineering; Year of appointment: 2014

**Education:** B.S., Indian Institute of Technology, 1996 ; M.Eng, National University of Singapore, 1999 Ph.D., University of Connecticut, 2004

**Number of theses supervised (past 5 years):** N/A

**Major fields of interest & research:** Hydrologic remote sensing, human modification of extreme hydro-climatology, sustainable water resources engineering, transboundary water resources management and engineering education.

**Foreign Language Competence:** Bangla = 5, Hindi = 4, Japanese = 2, French = 2\*

**Overseas / academic / field experience:** Research Member at National University of Singapore, Lecturer at Bangladesh Institute of Technology

**Distinctions:** NASA Earth System Science Fellowship (2002), Outstanding PhD Thesis Award (2005), NASA New Investigator Award (2008), American Society of Engineering Education (ASEE) Outstanding Research Award (2009), National Association of Environmental Professionals Education Excellence Award (2010).

**Recent Publications:**

Durkee, J. A. M. Degu, F. **Hossain**, R. Mahmood, J. Winchester and T. Chronis. (2014). Impact of ‘Land Between the Lakes’ in Kentucky on mesoscale storms during growing season, *Journal of Applied Meteorology and Climatology*.

**Courses taught:** Graduate Seminar Series; Probabilistic Methods in Hydrosociences; Hydrometeorology; Environmental Applications of Remote Sensing; Connections to Civil and Environmental Engineering; Water Resources Engineering.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**KRISHNAN, Kannan M.** Campbell Chair Professor of Materials Science and Physics, Adjunct Professor of Physics; Year of appointment: 2001

**Education:** B.Tech (Mechanical Engineering), IIT Kanpur, India, 1978; M.S. (Materials Science), State University of New York, Stony Brook, 1980; Ph.D. (Materials Science; Physics and Mathematics – Minors), UC, Berkeley, 1984

**Major fields of interest & research:** Nanocrystals and Nanomagnetism, Thin Film Heterostructures, Biophysics and Biomedical Applications of Magnetism, Spinelectronics and spin-dependent transport

**Overseas / academic / field experience:** India, Japan, Australia, Denmark, Sweden, Brazil

**Distinctions:** 2009 *Fellow*, American Physical Society; 2009 *Distinguished Lecturer*, IEEE Magnetics Society; 2008 *Rockefeller Fellowship* Bellagio Residency; 2006-2008 *The Professor-at-Large*, Institute of Advanced Studies, University of Western Australia, Perth; 2005 *Fellow*, American Association for the Advancement of Science

### Recent Publications:

(in prep) *Fundamentals and Applications of Magnetic Materials*. Oxford University Press.

Biomedical nanomagnetism: a spin through new possibilities in imaging, diagnostics and therapy.

*Advances in Magnetism* 46, 2523-2558 (2010).

(in press) M. Gonzales, L. Mitsumori, J. Kushleika, M. Rosenfeld, **K.M. Krishnan**. Cytotoxicity of iron oxide nanoparticles made from the thermal decomposition of organometallics and aqueous phase transfer with Pluronic F127. *Contrast Media and Molecular Imaging*.

2009. M. Gonzales, M. Zeisberger & **K.M. Krishnan**. Size-dependant heating rates of iron oxide nanoparticles for magnetic fluid hyperthermia. *Journal of Magnetism and Magnetic Materials* (321):1947.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**ROY, Sumit.** Professor, Communications and Engineering; Year of appointment: 1998

**Education:** B. Tech (Electrical Engineering), Indian Institute of Technology Kanpur, 1983 ; M. S. (Electrical Engineering), UC, Santa Barbara, 1985; M. A. (Statistics), UC, Santa Barbara, 1988; Ph.D. (Electrical Engineering), UC, Santa Barbara, 1988

**Number of theses supervised (past 5 years):** 12 Ph.D., 4 M.A.

**Major fields of interest & research:** Theory, analysis and evaluation of next generation wireless and mobile communication systems/networks (PAN/LAN/MAN, sensor, underwater, vehicular and RFID)

**Foreign Language Competence:** Bengali =5, Hindi = 5\*

**Overseas / academic / field experience:** Singapore, New Zealand, Hong Kong, Finland, Korea, Thailand

**Distinctions:** Fellow IEEE (Communications Society, 2007); E.T.S. Walton Fellow, Science Foundation of Ireland February-July 2008; Editor of *Wireless Communications & Mobile Computing J.* (Wiley), 2003-present; Editor of *IEEE Trans. Comm*, 2008-present; Editor of *IEEE Trans. Intelligent Transportation Systems*, 2006-present.

**Recent Publications:** Mutairi, Abdulmohsen; **Roy, Sumit**; "The Case for Random Access in OFDMA Femtocells." *Wireless Communications, IEEE*, vol.20, no.5, pp.89-99, October 2013

H. Firooz, Z. Chen, **S. Roy** and H. Liu, "Wireless Network Coding via Modified 802.11 MAC/PHY: Design and Implementation on SDR," *IEEE J. Sel. Areas Commn. Spl. Issue on Theories and Methods for Advanced Wireless Relays*.

**Courses taught:** Computer Networks; Probability and Random Processes; Mobile Radio Networks.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### ENGLISH

**REDDY, Chandan**, Associate Professor, English; Year of appointment: 2001

**Education:** B.A. (Literature), University of California, San Diego, 1994; M.A. (English & Comparative Literature), Columbia, 1995; M. Phil. (English & Comparative Lit), Columbia, 1998; Ph.D., (English & Comparative Literature), Columbia, 2004

**Number of theses supervised (past 5 years):** 15 Ph.D., 4 M.A.

**Major fields of interest & research:** Social & cultural theory, diaspora studies, South Asian American studies, non-western sexuality studies.

**Foreign Language Competence:** Spanish = 5, German = 2, Telegu = 2\*

**Overseas / academic / field experience:** India

**Distinctions:** Royalty Research Fellowship, UW; Alice Green Fredman Fellowship 2000-present.

**Recent Publications:** *Freedom with Violence: Race, Sexuality and the US State*. Duke University Press, 2011.

“Art Gave Permission to Agitate: Response to Pam Korza” *Journal of Imagining America* (Forthcoming). [Refereed]

“Political Tears,” *Southwestern Law Review* (Spring 2012) [Refereed]

“Keywords: Critical Ethnic Studies,” *Kalfou: A Journal of Comparative and Relational Ethnic Studies* (Fall 2010): 1-8. [Refereed]

“Globality and the Ends of the Nation Form,” *American Literary History* 22:2 (Summer 2010): 1-9 [Published Simultaneously in *English Literary History* 77:2 (Summer 2010)]. [Refereed]

“Time for Right?: *Loving*, Gay Marriage and the Limits of Legal Justice,” *Fordham Law Review* 76, no. 6 (May 2008): 2849-2872. (Reprinted in *Strange Affinities: The Racial and Sexual Politics of Comparison*, Roderick Ferguson and Grace Hong, eds. (Durham: Duke University Press, Forthcoming). [Refereed]

**Courses taught:** History of Theory & Criticism, Asian Diaspora Studies, Postcolonial Literatures

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**TARANATH, Anupama** Senior Lecturer, English and Comparative History of Ideas; Year of appointment: 2001

**Education:** B.A. (Women’s Studies and Psychology), University of California, Riverside, 1993; M.A. and C.Phil (Literatures in English), University of California, Riverside, 1997; Ph.D. (Literature), University of California, San Diego, 2000

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Contemporary world and multi-ethnic literatures; colonial and postcolonial literatures and theory; transnational feminist and cultural studies, study abroad and global travel, pedagogy and curriculum transformation

**Foreign Language Competence:** Kannada = 5, Hindi = 2\*

**Overseas / academic / field experience:** India, Brazil, Morocco, China, Austira, Colombia

**Distinctions:** US Fulbright Specialist Program, 2014-2019; University of Washington Diversity Fellow, 2014; UW Technology Teaching Fellow, 2014; VONA Voices of our Nation Arts Fellowship Residency, UC Berkeley, 2014; Diversity Abroad Future Leaders National Summit Selection, Council on International Educational Exchange (CIEE) & Diversity Abroad, 2013; University of Washington Distinguished Teaching Award, 2010.

**Recent Publications:** 2014. Taranath and the Letterwallahs. *TIPS to Study Abroad: Simple Letters for Complex Engagement*. Seattle, WA: Flying Chickadee Press.

“The Documentation of Desire: Photographic Practice in Colonial India,” co-authored paper accepted for publication in collection entitled *Their Secret Lives: Victorian Constructions of Sexuality*.

**Courses taught:** ENGL 368, ENGL 316, Engl 339, Engl 367, Engl 440

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### ETHNOMUSICOLOGY

**ELLINGSON, Ter**, Professor, Department of Ethnomusicology; Adjunct Professor, Anthropology, Comparative Religion and South Asian Studies; Year of appointment: 1981

**Education:** B.A. (History/Political Science, Music), Concordia College, 1966; M.A. (Religion), University of Chicago, 1970; Ph.D. (Anthropology and Buddhist Studies), University of Wisconsin-Madison, 1979

**Number of theses supervised:** 37 Ph.D., 33 M.A. (total)

**Major fields of interest & research:** Himalayan music, Buddhism, Shamanism, ritual, political organization, critical history of anthropology and ethnomusicology

**Foreign Language Competence:** Tibetan = 4, Newari = 3, Sanskrit = 2, Pali = 1\*

**Overseas / academic / field experience:** Nepal, 1973-74, 1982-83, 1984, 1987-88; India 1983, 1984; Sri Lanka 1983; Japan 1983; Thailand, 1982; Canada 1974; Switzerland 1970, Ghana 2004, 2005.

**Recent publications:** *The Mandala of Sound: Sound and Concept in Tibetan Ritual Music* (Cambridge University Press, forthcoming).

*The Discovery of Music: Transcription and the Search for Ethnomusicological Paradigms* (U. of Chicago Press, forthcoming).

**Courses taught:** MUSIC 316, 512, 533

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%: X                      25-50%:                      25% or less

### EVALUATION (OFFICE OF EDUCATIONAL ASSESSMENT)

**BEYER, Catharine**

**Research Scientist, UW Office of Educational Assessment**

**Education:** M.A. University of Michigan, 1970

B.A. University of Michigan, 1969

A.A. Grand Rapids Junior College, 1967

**Experience:**

Associate Dean for Instruction, Assessment, and Institutional Effectiveness at Edmonds Community College, Lynnwood, WA; Lecturer and Senior Lecturer, Interdisciplinary Writing Program, English Department UW

**Specialization:** Design, direct, collaborate on, and write reports on research and assessment studies

**Distinctions:** Award for Excellence, University of Washington's Office of Undergraduate Education, 2003

**Recent Publications:** Inside *the Undergraduate Teaching Experience: The UW Growth in Faculty Teaching Study*. Co-authored with Ed Taylor and Gerald Gillmore. SUNY Press, 2013.

Facilitating Long-Term Changes in Student Approaches to Learning Science," Co-authored with Brian J. Buchwitz, Jon E. Peterson, Emile Pitre, Nevena Lalic, Paul D. Sampson, and Barbara T.

Wakimoto. *CBE— Life Sciences Education*, 2012.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### EVANS SCHOOL OF PUBLIC AFFAIRS

**ANDERSON, C. Leigh**, Professor, Evans School of Public Affairs; Year of appointment: 1997

**Education:** B.A. (Economics), University of Washington, 1984

M.A. (Economics), University of Washington, 1986

Ph.D. (Economics), University of Washington, 1989

**Number of theses supervised (past 5 years):** 8

**Major fields of interest & research:** International development, trade and environmental policy, culture.

**Foreign Language Competence:** Italian = 2, French = 2.\*

**Overseas / academic / field experience:** China – 1992, 94, 95; Pakistan – 1995, Italy 2004-2005; field work/teaching/research posts in Rome, Italy (FAO), Novosibirsk RU, and Ha Tinh, VN.

**Distinctions:** Advisory board for the Bill and Melinda Gates Foundation; Invited plenary paper for the ILO-FAO-IFAD rural livelihoods and gender conference; Invited paper for Lincoln Institute; PI on research contracts worth over \$600,000.

**Recent Publications:** Savings and Personal Discount Rates in a Matched Savings Program for Low Income Families (with M. Klawitter and MK Gugerty). *Contemporary Economic Policy*, May 2012

2012 The Meaning of Native American Land Ownership: A Study in Psychological Entitlement, Reference Levels and Valuation Disparities, (with Richard O. Zerbe) in *The Evolution of Property Rights Related to Land and Natural Resources*, Daniel H Cole and Elinor Ostrom, eds.

2010 Are Women as Likely to Take Risks and Compete? (with Diana Fletschner and Alison Cullen) *Journal of Development Studies*, 2010 Vol. 46, Issue 8, 1459-1479.

2010 Seed Trade in Rural Markets: Implications for Crop Diversity and Agricultural Development (editor with Leslie Lipper and Timothy J. Dalton) 2010, London: FAO and Earthscan.

**Courses taught:** Microeconomics PbAf 516, Microfinance PbAf 599, International Development Certificate Program Capstone course PbAf 532, Degree Project Seminar PbAf 605

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**COOK, Joseph H.**, Associate Professor, Evans School of Public Affairs; Year of appointment: 2007

**Education:** B.A. (Natural Resources), Cornell University, 1996

M.S. (Environmental Management and Policy), University of North Carolina, Chapel Hill, 2004

Ph.D. (Environmental Management and Policy), University of North Carolina, Chapel Hill, 2007

**Number of theses supervised (past 5 years):** 2

**Major fields of interest & research:** Environmental Economics, Health Economics, Water and Sanitation Policy in Developing Countries, Benefit-Cost Analysis

**Foreign Language Competence:** German = 2, Czech = 2\*

**Overseas / academic / field experience:** India, Mexico, Mozambique, Vietnam

**Recent publications:** Donfouet, H., J. Cook and P.W. Jeanty. 2014. "The economic value of improved air quality in urban Africa: Results from Douala, Cameroon". *Environment and Development Economics* (accepted).

**Cook, J.**, S. Chatterjee, D. Sur and D. Whittington. 2013. "Measuring risk aversion among the urban poor in Kolkata, India". *Applied Economics Letters*, 20(1): 1-13.

Masuda, Y., L. Fortmann, M.K. Gugerty, M. Smith-Nilson, and J. Cook. 2012 "Pictorial approaches for measuring time use in rural Ethiopia." *Social Indicators Research*, January 2012

**Courses taught:** PBAF 595 Water Resource Economics; PBAF 517 Economics for Policy Analysis and Management II; PBAF 587 Water and Sanitation Policy in Developing Countries; PBAF 518 Applied Benefit-Cost Analysis; PBAF 527 Quantitative Analysis; PBAF 521/CFR 529/ESRM 429 Water Center Seminar.

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X :

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### FILM STUDIES

See Mahadevan under Comparative Literature

### FOSTER SCHOOL OF BUSINESS

**FONG, Christina Ting**, Senior Lecturer of Management, Foster School of Business; Year of appointment: 2003

**Education:** B.A. (Psychology), Williams College, 1998; M.A. (Sociology), Stanford University, 2000 Ph.D. (Organizational Behavior), Stanford University, 2003;

**Number of theses supervised (past 5 years):**

**Major fields of interest & research:** Emotions in the workplace; creativity and innovation; power and politics; self enhancement and impression management

**Foreign Language Competence:**

**Overseas / academic / field experience:**

**Distinctions:** University of Washington Distinguished Teaching Award (2011); Grant recipient, Business and Economic Development Center, UW (2009); Nominee, Faculty Mentor award, UW Doctoral Business School Association (2006-2008); Winner, Academy of Management Learning and Education 2004; Best Paper Award for "The End of Business Schools? Less Success than meets the Eye?" with Jeffrey Pfeffer (2005).

**Recent Publications:** "Emotional variation within work groups: Causes and performance consequences," with L.Z. Tiedens and R.I. Sutton, in C.W. Leach and L.Z. Tiedens (Eds.), *The Social Life of Emotions*, Cambridge, UK: Cambridge University Press, forthcoming.

"Assessing business schools: A reply to Connolly," with J. Pfeffer, *Academy of Management: Learning and Education*, December 2003, forthcoming.

**Courses taught:**

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**KOTHA, Suresh**, Douglas E. Olesen/Battelle Excellence Chair in Entrepreneurship, Professor of Management and Organization, Foster School of Business; Year of appointment: 1992

**Education:** B Arch, University of Madras, 1980; M Arch, Rensselaer Polytechnic Institute, 1982; MBA, Rensselaer Polytechnic Institute, 1983; M.S., Rensselaer Polytechnic Institute, 1986; Ph.D, Rensselaer Polytechnic Institute, 1988

**Major fields of interest & research:** Corporate entrepreneurship, ecommerce strategy, global ebusiness, competitive strategy and global competition, management of technology, and manufacturing strategy.

**Overseas / academic / field experience:**

**Distinctions:** Stevens Institute Best Paper award on Corporate Entrepreneurship, Babson Research Conference, (2005); Dean's Citizenship Award (2004); Evert McCabe Faculty Fellowship Award (2003-2004); International Research Award (2004); UW Business School Neal Dempsey Research Fellowship Award (2001, 2002, 2003)

**Recent Publications:**

"Exploration and Knowledge Creation through External Venturing: Evidence from the Telecommunication Equipment Manufacturing Industry," with Anu Wadhwa, *The Academy of Management Journal*, Vol. 49, No. 4, 2006, pp. 819-835.

"Technological Sophistication versus Cultural Similarity: An Empirical Analysis of Country Factors Influencing Location Decision in The Internationalization of Internet Firms," with F. Rothaermel and H. K. Steensma, *Journal of Management*, February 2006, Vol. 32, pp 56-82.

**Courses taught:** Strategic Management of Technology and Innovation, TMMBA Program. Corporate Entrepreneurship, EMBA Program

**Percentage of time devoted to teaching South Asian Studies courses:** % or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**KRISHNAMURTHY, Sandeep**, Professor and Director, Business Administration, UW-Bothell;  
Year of appointment: 1996

**Education:**

B.Tech (Chem Engineering, India), Inst of Technology, 1988

M.B.A. XLRI, Jamshedpur, India, 1990

Ph.D. (Marketing), University of Arizona, 1996

**Number of theses supervised (past 5 years):** 1

**Major fields of interest & research:** Public goods, management of non-profit firms, e-commerce and internet.

**Foreign Language Competence:** Hindi = 5, Kannada = 4, Telugu = 4, Tamil = 2, Sanskrit = 2\*

**Overseas / academic / field experience:** India, 1990 - 1992

**Recent Publications:**

"Monetary Donations to an Open Source Platform", *Research Policy*, 38(2), 404-414, 2009.

"CASE: Mozilla vs. Godzilla- The Launch of the Mozilla Firefox Browser", *Journal of Interactive Marketing*, 23(3), 259-271, 2009.

"Advertising with User-Generated Content: A Framework and Research Agenda", *Journal of Interactive Advertising*, 8(2), Available at <http://jiad.org/vol8/no2/krishnamurthy/index.htm>. 2008.

*E-Commerce Management: Text and Cases* Southwestern College Publishing, First Edition, 447 pages.

*E-commerce and the Internet*, 2002

"Cave or Community? An Empirical Examination of 100 Mature Open Source Projects", *First Monday*, 7(6). "Internet Seals of Approval: Effects on Online Privacy Policies and Consumer Perceptions", (with Mark Anthony) *Journal of Consumer Affairs*, 36(1), Summer, 28-49, 2002.

**Percentage of time devoted to teaching South Asian Studies courses:** % or less: X

**RAKHRA, Raj**, Lecturer of Management, Foster School of Business; Year of appointment: 1999

**Education:** B.A., Whitman College, 1979 ; B.S. University of Montana, 1984; M.P.A., University of Montana, 1984

**Number of theses supervised (past 5 years):**

**Major fields of interest & research:** Marketing high-technology products, marketing management, cross-cultural communications.

**Foreign Language Competence:**

**Overseas / academic / field experience:**

**Distinctions:** Undergraduate Professor of the Year for Human Resource Management and Leadership (2008); Honorable Mention for outstanding undergraduate teaching (2004); U.S. State Department Liaison and Interpreter, (1994).

**Recent Publications:**

**Courses taught:**

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X



## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### GENDER, WOMEN, AND SEXUALITY STUDIES

**RAMAMURTHY, Priti** Professor and Department Chair, Gender, Women and Sexuality Studies; Adjunct Professor, American Ethnic Studies; Year of appointment: 1997

**Education:** B.A. (Economics) University of Delhi, 1976; M.B.A. Indian Institute of Management, 1978; Ph.D. (Social Science), Syracuse University, 1995

**Number of theses supervised (past 5 years):** 10

**Major fields of interest & research:** Gender and International Economic Development, Agrarian Transitions, Transgenic crops, Informal Economies, Transnational and Postcolonial Feminisms

**Foreign Language Competence:** Hindi = 5, Telugu = 5\*

**Overseas / academic / field experience:** India – extensive field work and consultancy

**Distinctions:** Senior Research Fellowship, American Institute for Indian Studies, 2006-2007 Royalty Research Fellowship, University of Washington, 2006-2007 *Modern Girl Around the World Research Project*,

**Recent Publications:** 2014. “A Feminist Commodity Chain Analysis of Rural Transformation in Contemporary India,” in *Routledge Handbook of Gender in South Asia*, edited by Leela Fernandes. London and New York: Routledge, 2014: 247-259.

2014. “Feminist Commodity Chain Analysis: A Framework to Conceptualize Value and Interpret Perplexity,” in *Gendered Commodity Chains: Seeing Women’s Work and Households in Global Production*, edited by Wilma Dunaway. Stanford: Stanford University Press, 2014: p. 38-52.

2014. “Marriage, Labor Circulation and Smallholder Capitalism in Andhra Pradesh, India” in *Marrying in South Asia: Shifting concepts, Changing Practices in a Globalising World*, eds. Ravinder Kaur & Rajni Palriwala. New Delhi: Orient Blackswan, 2014: p. 161-181

**Courses taught:** Social Movements in India, Gender and Globalization, Women and International Economic Development, Feminist International Political Economy, Feminist Research Methodologies

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

### HISTORY

**BAILKIN, Jordana**, Giovanni and Anne Costigan Endowed Professor, Department of History; Year of appointment: 2001

**Education:** B.A. (History), Tufts University, 1992; Ph.D. (History), Stanford University, 1998;

**Major fields of interest & research:** 20<sup>th</sup> century British and European history

**Foreign Language Competence:** French = 2\*

**Distinctions:** Pacific Coast Conference on British Studies Biennial Book Prize, 2014; Morris D. Forkosch Book Prize, American Historical Association, 2013; Stansky Book Prize, North American Conference on British Studies, 2013;

**Recent Publications:** “The Sounds of Decolonization: Lessons from the Transcription Centre Archive,” *History Workshop Journal* 78 (Autumn 2014)

“Decolonizing Emotions: The Management of Feeling in the New World Order,” in Frank Biess and Daniel Gross, eds., *Science and the Emotions after 1945: A Transatlantic Perspective* (Chicago: University of Chicago Press, 2014)

“Fostering Independence,” *History Today* 63.8 (August 2013): 21-26.

*The Afterlife of Empire* (Berkeley: University of California Press, 2012).

**Courses taught:**

HSTEU 484/CHID 484 Colonial Encounters, HSTEU 590/HUM 596 Global History of Social Science, HSTEU 274 Twentieth-Century Europe, HIST 498 Global Britain

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**CONLON, Frank F.**, Professor Emeritus, Department of History; Year of appointment: 1968

**Education:** B.A. (History), Northwestern, 1960; M.A. (Asian Studies), Minnesota, 1963; Ph.D. (History), Minnesota, 1969

**Number of theses supervised (past 5 years):** 3

**Major fields of interest & research:** History of Maharashtra; urban, social, cultural history, modern historiography, religious revival in colonial South Asia

**Foreign Language Competence:** Marathi = 2\*

**Overseas / academic / field experience:** India - 30 months; Great Britain - 6 months

**Distinctions:** Chair of South Asian Studies Program, 1997-2001; Western Conference of Asian Studies Lifetime Achievement Award, 2001; Keller Fund award in support of travel, Dept. of History, University of Washington, 1994, 1996, 1997, 2004.

**Recent publications:** "The Status and Image of Women in Nineteenth Century Maharashtra: Vishnubawa Brahmachari's Views in the Context of Hindu Revival" in Anne Feldhaus, ed., *Images of Women in Maharashtrian Society* (Albany: SUNY Press, 1998) pp. 93-112.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

**DHAVAN, Purnima**, Assistant Professor, Department of History; Year of Appointment: 2005

**Education:** B.A. (History) University of Michigan, 1996; M.A. (History) University of Virginia, 1998; Ph.D. (History) University of Virginia, 2003

**Number of theses supervised (past 5 years):** 4 M.A., 5 PhD

**Major fields of interest & research:** Early Modern South Asian History, Religious sects in North India, warrior traditions

**Foreign Language Competence:** Hindi = 5, Urdu = 5, Panjabi = 4, Persian = 3.\*

**Overseas / academic / field experience:** India – Punjab, Uttar Pradesh, Delhi, and Bihar

**Recent Publications:**

"Ram Sukh Rao's Jassa Singh Binod: A Novel Approach to Writing a Sikh History," in *Patronage and Popularisation, Pilgrimage and Procession: Channels of Transcultural Translation and Transmission in Early Modern South Asia*, edited by Heidi Pauwels (Wiesbaden: Harrassowitz, 2009).

"Reading the Texture of History and Memory in Early Nineteenth-Century Punjab," *Comparative Studies of South Asia, Africa, and the Middle East*, Vol. 29, Issue 3, (2009).

"Tracing Gender in the Myths and Practices of the Eighteenth-Century Khalsa" in *Gender in Sikhism*, ed. Doris Jakobsh. New Delhi: Oxford University Press, 2009.

"Redemptive Pasts and Imperiled Futures: The Writing of a Sikh History," *Sikh Formations: Religion, Culture, Theory*, Vol. 3, Issue 2 (2007): 111-124.

**Courses taught:** HSTAS 402-History of Mughal and Medieval India; HSTAS 303-Environmental History of South Asia; HSTAS 202-Introduction to South Asian History.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### INTERDISCIPLINARY ARTS & SCIENCES (TACOMA)

**MCMILLIN, Divya**, Professor, Interdisciplinary Arts & Sciences, Tacoma Campus; Director, Global Honors Program; Year of appointment: 1998

**Education:** B.A., Bangalore University, 1992; M.A., Pittsburg State University, 1994; Ph.D., Indiana University, 1998

**Number of theses supervised (past 5 years):** 3 (40 senior theses as director of Global Honors)

**Major fields of interest & research:** Global media studies, postcolonial studies, globalization, foreign policy.

**Foreign Language Competence:** Kannada = 5, Hindi = 3, Tamil = 2, French = 2\*

**Overseas / academic / field experience:** Summer field research in India, 1995-2014; Munich, 2004-10; South Africa, 2007; Beijing, Seoul, Mexico, New Zealand.

**Distinctions:** UW Tacoma: Distinguished Research Award 2012, Chancellor's Award, 2007-09; Founder's Endowment Award, UW-Tacoma, 2007-11, Center for Leadership and Social Responsibility, 2009-10.

**Recent Publications:**

"How Ugly can Betty be in India?" In J. McCabe & K. Akass (Eds.), *Reading Ugly Betty*. New York: I.B. Tauris. With Jassi Jaisey and Koi Nahin.

"The global face of Indian television," in H. G. Shah and M. Curtin (Eds.), *Re-orienting Global Communication: Indian and Chinese Media Beyond Borders*, pp. 118-138. Chicago: University of Illinois Press, 2010.

"Media globalization and diversity," *TelevIZion*, (23) E, 22-24 (2010).

*Mediated Identities: Youth, Agency, and Globalization*. New York: Peter Lang Publishing, 2009.

**Courses taught:** TGH 300 Re-orienting the Global; TGH 490-91: Global Honors Research Methods Seminar; TCOM 430: Global Networks, Local Identities; TCOM 230: Media Globalization and Citizenship.

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50% X

**PARKER, Samuel**, Associate Professor, Interdisciplinary Arts & Sciences, Tacoma Campus; Year of appointment: 1996

**Education:** B.A. (Psychology and Art), University of Hawaii, 1976; M.A. (Art History), University of Hawaii, 1981; M.A. (Anthropology), University of Hawaii, 1983; Ph.D. (Anthropology), University of Chicago, 1989

**Number of theses supervised (past 5 years):** 5

**Major fields of interest & research:** Cultural studies of Asia, traditional visual culture of the Hindu temple in contemporary contexts.

**Foreign Language Competence:** Hindi = 3, Tamil = 2, German = 2, French = 3\*

**Overseas / academic / field experience:** Semester at Sea, Visiting Lecturer at University of Auckland, ethnographic fieldwork in India and Indonesia.

**Distinctions:** Awarded invitation to deliver Wheedon Lecture at the University of Virginia (2008); UW Founders' Endowment award supporting sabbatical research (various years).

**Recent Publications:** "The Politics of Aesthetics and Materiality: The arts of the contemporary Hindu temple." *Marg Journal*, forthcoming.

"Lived Cosmologies and Objectified Commodities: Reinventing the Traditional Art of India in a World of Cultural Tourism." *Copenhagen Journal of Asian Studies*, Vol 29 No 1, 2011.

"Ritual as a Mode of Production: Ethnoarchaeology and Creative Practice in Hindu Temple Arts." *South Asian Studies*. Vol. 26. No. 1, March 2010.

**Courses taught:** Art and Culture in India; Values and Action.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### JACKSON SCHOOL OF INTERNATIONAL STUDIES

**BESSNER, Daniel**, Assistant Professor, Jackson School of International Studies; Year of appointment: 2014

**Education:** B.A. (History), Columbia University, 2006

M.A. (History), Duke University, 2010

Ph.D. (History), Duke University, 2013

**Major fields of interest & research:** U.S. foreign policy, Cold War foreign policy

**Foreign Language Competence:** German = 5, Hebrew = 3, Arabic = 2\*

**Distinctions:** Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Ferguson Endowment Grant, Triangle Legal History Seminar, Duke University; Anne Firor Scott Award in Women's Studies, Duke University.

**Recent Publications:** 2014 (under review) "Becoming Dr. Strangelove: Hans Speier, the Public, and the Making of the Military-Intellectual Complex from Weimar to Washington." *Journal of American History*.

2014 (invited) "Organizing Complexity: The Hopeful Dreams and Harsh Realities of Interdisciplinary Collaboration at the RAND Corporation, 1948-1960." *Journal of the History of the Behavioral Sciences*.

2013 "Weimar Social Science in Cold War America: The Case of the Political Game." *GHI Bulletin Supplement* 9.

2013 "The New School for Social Research." In *Encyclopedia of Jewish History and Culture*, edited by Dan Diner.

Stuttgart: JB Metzler Verlag.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**HERMAN, Rebecca**, Assistant Professor, Jackson School of International Studies; Year of appointment: 2014

**Education:** B.A. (Literature and History), Duke University, 2005

M.A. (History), University of California, Berkeley, 2010

Ph.D. (History), University of California, Berkeley, 2014 (expected)

**Major fields of interest & research:** Latin American History and U.S.-Latin America relations

**Foreign Language Competence:** Spanish = 5, Portuguese = 5, French = 3\*

**Distinctions:** John L. Simpson Memorial Research Fellowship in International and Comparative Studies; International Dissertation Research Fellowship, Social Science Research Council; CLIR Mellon Fellowship for Dissertation Research in Original Sources, Council on Library and Information Resources; Stuart L. Bernath Dissertation Research Fellowship, Society for Historians of American Foreign Relations.

**Recent Publications:**

2012 "An Army of Educators: Gender, Revolution and the Cuban Literacy Campaign of 1961" *Gender & History* Volume 24:1

**Courses taught:**

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**ILTIS, Linda L.**, Lecturer, South Asian Studies; Undergraduate Advisor, JSIS Year of appointment: 1987

**Education:** B.A. (Anthropology) University of Wisconsin, 1977

M.A. (Anthropology), University of Wisconsin, 1978

Ph.D. (South Asian Civilization and Culture), University of Wisconsin, 1985

**Number of theses supervised (past 5 years):** 2

**Major fields of interest & research:** Anthropology; comparative religion, women and religion; politics, Hinduism and Buddhism, spirit possession, ritual healing.

**Foreign Language Competence:** Nepali = 3; Newari = 3; Sanskrit = 3; French = 2; German = 2; Spanish = 2; Dagare = 1; Tibetan = 1; Twi = 1\*

**Overseas / academic / field experience:** Nepal, Sri Lanka, India; West Africa/Faculty Director of UW Ghana program 2004-07.

**Recent publications:**

*The Goddess of Place and the Power of Self* [forthcoming].

Review of *Shiva in Trouble*, by Axel Michaels, in *Religion* [forthcoming].

"Knowing all the gods: grandmothers, god families, and women healers in Nepal," in G. Samuel & S. Rozario, Eds., *Daughters of Hariti: Childbirth and female healers in South and Southeast Asia*, NY: Routledge, pp. 70-89, 2002.

**Courses taught:** Relig 202, RELIG 354

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%:X

**KALE, Sunila S.**, Assistant Professor, Jackson School of International Studies; Year of Appointment: 2007

**Education:** B.A. (Political Science), University of Chicago, 1995; Ph.D. (Government), University of Texas-Austin, 2007

**Number of theses supervised (last 5 years):** 2 M.A. theses

**Major fields of interest & research:** Politics of India and South Asia, Indian political economy and development

**Foreign Language Competence:** Marathi = 4, Hindi = 3, French = 1\*

**Overseas Experience:** India (2005, 2008, 2009, 2010, 2013)

**Distinctions:** Joseph W. Elder Prize in the Indian Social Sciences by the American Institute of Indian Studies, awarded to book manuscript *Electrifying India*, 2014; Society of Scholars Fellowship, Simpson Center for the Humanities, University of Washington, 2011-12; Curriculum Development Grant, South Asia Center, University of Washington, 2012 and 2009.

**Recent Publications:**

*Electrifying India: Regional Political Economies of Development*, Stanford University Press, 2014.

"Natural resources, development strategies, and lower caste empowerment along India's mineral belt," with Nimah Mazahari (under review at *Studies in Comparative International Development*).

"Structures of power: Electricity in colonial India," *Comparative Studies of South Asia, Africa and the Middle East* 34 no. 3 (Winter 2014, forthcoming).

"Democracy and the state in globalizing India: a case study of Odisha." *India Review*, 12 no. 4 (2013): 245-259.

Special issue editor (with Rahul Mukherjee) of *India Review* Vol. 8, No. 1 (January 2009): "India, Sixty Years On."

**Courses Taught:** Contemporary India and Pakistan; Political Economy of Development; Political Economy of India; Government and Politics of South Asia; Interdisciplinary Study of South Asia.

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**NOVETZKE, Christian L.**, Associate Professor, South Asian Studies & Comparative Religion; Year of appointment: 2007

**Education:** B.A. (Asian Philosophy and English), Macalaster College, 1993; M.T.S. (History of Religions), Harvard, 1996; Ph.D. (History of Religions), Columbia, 2003

**Number of theses supervised (past 5 years):** 10 Ph.D., 6 M.A.

**Major fields of interest & research:** History of religions; philosophy of history; Indian culture, pop culture, film; religious studies theory; state, society, and religion; comparative secularism

**Foreign Language Competence:** Hindi = 3, Marathi = 3, Sanskrit = 2, French = 1\*

**Overseas / academic / field experience:** India (5x), UK (1x), Switzerland (1x)

**Distinctions:** Fulbright-Nehru Senior Fellowship for Research, 2013; National Endowment for the Humanities Fellowship, 2013-14; Best First Book in the History of Religions, American Academy of Religion, 2009; American Council of Learned Societies Fellowship, 2008-2009; University Research Foundation Grant [Penn], 2007; American Institute of Indian Studies Senior Fellowship (NEH Funded), 2006-2007.

**Recent Publications:** *The Quotidian Revolution: Vernacularization, Religion, and Everyday Life in Medieval India*. Book under review at Columbia University Press.

*Amar Akbar Anthony: Community, Nation, and Urban Cosmopolitanism in a Landmark Hindi Film*. With co-authors Andrew Rotman and William Elison. Harvard University Press; forthcoming in 2014.

“Religion, Power, and the State at the End of Colonialism in India,” symposium proceedings from “Concepts of Religion,” edited by Christoph Uehlinger, forthcoming in 2014.

“Note to Self: What Kirtankar’s Notebooks Suggest about Literacy, Performance, and the Travelling Performer in Pre-Colonial Maharashtra,” symposium proceedings from “Tellings, Not Texts: Singing, Storytelling, and Performance,” edited by Francesca Orsini, forthcoming in 2014.

**Courses taught:** RELG 380 Theory & Method in Religion; SISSA 510 History & Practice of South Asia Studies.

**Percentage of time devoted to teaching South Asian Studies courses:** 25-50%: X

**ROBINSON, Cabeiri**, Associate Professor, Jackson School of International Studies and Adjunct Assistant Professor, Anthropology; Year of appointment: 2004

**Education:** B.A. (Middle East & South Asian Languages & Cultures), Columbia, 1993; Ph. D. (Socio-cultural Anthropology), Cornell, 2005

**Number of theses supervised (past 5 years):** 2 Ph.D., 9 M.A.

**Major fields of interest & research:** Political Islam/comparative Muslim; political & legal anthropology, political violence/history, memory/narrative, humanitarianism/refugees.

**Foreign Language Competence:** Urdu=5, Dutch=4, Hindi=4, Pahari=3, Gojari=2, Kashmiri=1\*

**Overseas / academic / field experience:** Pakistan, India, Uzbekistan

**Distinctions:** 2009-2010 External Faculty Fellow, Stanford Humanities Center; 2009-2010 Faculty Scholar, Simpson Center, UW (declined); 2008 Finalist, Carnegie Scholars Program

**Recent Publications:** 2013 *Body of Victim, Body of Warrior: Refugee Families and the Making of Kashmiri Jihadists*. University of California Press.

2012 *Too Much Nationality: Kashmiri Refugees, the South Asian Refugee Regime, and a Refugee State, 1947-1974*. Journal of Refugee Studies 25(3):344-365.

2010 Review Essay: “Partition, Its Refugees, and Post-colonial State-Making in South Asia.” India Review 9(1):68-86.

2010 “The Body of the Living Martyr: Sex, Death, and Jihad in Azad Kashmir” [Submitted to *American Ethnologist*].

**Courses taught:** Political Islam & Islamic Fundamentalism, Anthropology of Religion & Political Violence, Religion Graduate Seminar, Political Islam & Contemporary Islamic Movements

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**SAKATA, Lorraine**, Affiliate Professor, South Asia Center, Jackson School. Year of appointment:

**Education:**

B.A., UC-Berkeley, DATE

M.A., University of Washington, DATE

Ph.D., University of Washington, DATE

**Number of theses supervised (past 5 years):** 3

**Major fields of interest & research:** Music of Islamic South Asia (Afghanistan and Pakistan), Asian and Asian American music.

**Foreign Language Competence:** Dari = 2\*

**Overseas / academic / field experience:** Pakistan, Afghanistan, Tajikistan

**Distinctions:** National Endowment for the Humanities, Radio Afghanistan Music Archives, \$131,012 and \$68,768.

**Recent publications:**

2002[1983] *Music in the Mind: The Concepts of Music and Musician in Afghanistan*. Smithsonian Press.

2002 *Ustad Mohammad Omar: Virtuoso from Afghanistan*. Smithsonian Folkways. [audio]

**Percentage of time devoted to South Asian Studies courses:** 25% or less X

**SNODGRASS, Keith**, Associate Director and Outreach Coordinator, South Asian Studies Center;

**Year of appointment:** 1996

**Education:** B.A. (History), University of California, 1985

M.A.I.S. (South Asian Studies), University of Washington, 1993

**Major fields of interest & research:** Education in the U.S. about South Asia; intersection of religion and politics in North India and Pakistan; U.S.-Pakistan relations

**Foreign Language Competence:** Hindi = 4, Urdu = 3, French = 2

**Overseas/fieldwork experience:** India, Pakistan

**Distinctions:** Chair, Committee on Teaching About Asia, Association for Asian Studies

**Recent Publications:**

2009 *Review of In Search of Gandhi* (film) by Lalit Vachani, *Education About Asia*, vol. 14, no. 1, Spring.

2003 *India* (author Joanne Mattern, Snodgrass served as content consultant), Bridgestone Books Countries and Cultures Series, Mankato, MN.

2003 *Pakistan* (author Marc Tyler Nobleman, Snodgrass served as content consultant), Bridgestone Books Countries and Cultures Series, Mankato, MN.

2003 *Review of Postcolonial India: History, Politics, Culture* by Vinita Damodaran and Maya Unnithan-Kumar, eds., in *Journal of Asian Studies*, Vol. 62, No. 2, May.

**Courses taught:** SISSA 490; Four part course on Pakistan's History and its Relations with the United States, for the Creative Retirement Institute, April, 2008.

**Percentage of time devoted to South Asian Studies courses:** 50-100% X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**TOKUNO, Kyoko**, Senior Lecturer, East Asian Religions, Jackson School of International Studies  
Year of appointment: 2002.

**Education:** B.A. Linguistics, University of California, Berkeley, 1979

M.A. Oriental Languages (Chinese Language & Literature), University of California, Berkeley, 1983

Ph.D. Buddhist Studies, University of California, Berkeley, 1994

**Number of theses supervised (past 5 years):** 14 M.A., 4 Ph.D

**Major fields of interest & research:** Chinese & Japanese religions, pre-modern Buddhist scriptures

**Foreign Language Competence:** Japanese = 5, Chinese = 4, French = 3, Sanskrit = 3, Pali = 3\*

**Overseas/ field experience:** UK, Paris, China, Japan, India, Cambodia, Korea, Vietnam, Indonesia

**Distinctions:** 2004, 2006, 2008 China Studies Faculty Research Grant; 2005 Japan Studies Faculty Research Grant;

**Recent Publications:**

*Byways in Chinese Buddhism: The Book of Trapusa and Indigenous Scriptures.* Kuroda Institute Studies in East Asian Buddhism Series, U Hawaii Press (accepted for publication).

"Is Religious Violence Inevitable?" *Journal for the Scientific Study of Religion* 43:3 (2004): 291-296.  
[with J. Wellman]

**Courses taught:** Religion in Japan, World Religions, Religion in China, Perspectives in Comparative Religion, Topics in Buddhist Studies; Topics in East Asian Religion.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**VAN DYKE, Virginia**, Affiliate Instructor, South Asia Center; Year of appointment: 1999; Co-Director and Instructor, Study Abroad Program: "Explore India's Himalaya—Culture, Politics, Environment," Summer 1014

**Education:** B.A. (International Studies), University of Washington, 1987

M.A. (Political Science), University of Washington, 1991

Ph.D. (Political Science), University of Washington, 1999

**Major fields of interest & research:** South Asian Politics, religious nationalism and political mobilization, political parties, comparative coalition government, ethnic conflict

**Foreign Language Competence:** Hindi=3\*

**Overseas / academic / field experience:** India-1994-95, 96, 97, 98, 2004, 2005-06, 2010-12, 2013

**Distinctions:** Letter of commendation from the Divisional Dean on student evaluations, University of Washington, 2008; American Institute of Indian Studies Senior Research Fellowship, 2005-2006.

**Recent Publications:**

"Factions, Ideology, and Federalism: Comparing Coalition Governments in Four Indian States," a book drawing on recent field research. [In preparation.]

"State Level Politics, Coalitions, and Rapid System Change," chapter in Paul R. Brass (ed.) *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge, 2010.

"The Khalistan Movement and the Post-Militancy Era," *Asian Survey* Vol. 49, Issue 6, pp. 975-997.

Manuscript solicited for a "special issue" on ethnonationalist movements in contemporary South Asia.

"Jumbo Cabinets", Factionalism and the Impact of Federalism: Comparing Coalition Governments in Kerala, Punjab and Uttar Pradesh," in Paul Wallace and Ramashray Roy (eds.) *India's 2004 Elections: Grass-roots and National Perspectives*. New Delhi: Sage Publications, 2007.

**Courses taught:** SISSA 200, 340, 417, 434, 490, 510, 512

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100% X



## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**WILLIAMS, Nathalie**, Assistant Professor, Jackson School of International Studies and Sociology; Year of appointment: 2012

**Education:** B.Sc. (Mathematics), University of Puget Sound, 1998

Ph.D. (Sociology), University of Michigan, 2009

**Number of theses supervised (past 5 years):** N/A

**Major fields of interest & research:** Social Demography, Migration, Armed Conflict, Natural Disasters and Climate Change, Mental Health, Research Design and Survey Data Collection.

**Foreign Language Competence:** Japanese = 2, Cambodian = 3, Tibetan = 1\*

**Overseas / academic / field experience:** Nepal, India, Thailand, Japan.

**Distinctions:** Postdoctoral Award for Research Excellence, University of North Carolina at Chapel Hill (2011); Best Student Paper, American Sociological Association, Population Section (2009); Innovation in Social Research Award, Institute for Social Research, University of Michigan (2008-09).

### **Recent Publications:**

Williams, Nathalie E., Arland Thornton, and Linda Young-DeMarco. 2014. Migrant Values and Beliefs: How are They Different and How do They Change? *Journal of Ethnic and Migration Studies* 40(5): 796-813.

Axinn, William G., Dirgha J. Ghimire, Nathalie E. Williams, and Kate M. Scott. 2013. Gender, Traumatic Events, and Mental Health Disorders in a Rural Asian Setting. *Journal of Health and Social Behavior* 54(4): 444-461.

Walsh, Stephen J., George P. Malanson, Barbara Entwisle, Ron R. Rindfuss, Peter J. Mucha, Benjamin W. Heumann, Philip M. McDaniel, Brian G. Frizzelle, Ashton M. Verdery, Nathalie Williams, Yao Xiaozheng, and Deng Ding. 2013. Design of an Agent-Based Model to Examine Population-Environment Interactions in Nang Rong District, Thailand. *Applied Geography* 39:183-198.

Williams, Nathalie E. 2013. How Community Organizations Moderate the Effect of Armed Conflict on Migration in Nepal. *Population Studies*, 67(3): 353-369

**Courses taught:** Introduction to Statistics; Introduction to Social Research Methods.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**YANG, Anand**, South Asia Center Director. See page C-1.

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### LIBRARY

**BANERJEE, Deepa**, South Asian Studies Librarian, Suzzallo Library, UW; Year of appointment: 2006

**Education:**

MLIS, Charles Stuart University, NSW, Australia, 2003

Ph.D. (American Literature), Agra University, 1986

M.A., Agra University, 1981

**Major fields of interest & research:** American Literature, South Asia, Hindustani Classical Music

**Foreign Language Competence:** Hindi = 5, Bengali = 5\*

**Overseas / academic / field experience:** Australia, Canada, India

**Work Experience:**

Librarian, Rockdale City Library, Sydney, Australia, 1995-1997

Librarian, Burnaby Public Library, Burnaby, Canada, 1998-2001

Reference Librarian, Vancouver Public Library, Canada, 1998-2001

Substitute Librarian, New Westminster Library, Canada, 2000-01

South Asian Studies Librarian University of Washington, Seattle, 2006 – present

**WERAKE, Sujatha**, Library Specialist, South Asia Division, Year of appointment: 2000

**Education:**

B.A., Sinhalese Language, Economics, Geography, University of Ceylon, Peradeniya, Sri Lanka, 1970

Post-Graduate Diploma in Education, University of Peradeniya, Peradeniya, Sri Lanka, 1981-82

Diploma in Library Science conducted by Sri Lanka Library Association, 1985

Washington State Teaching certificate

Certificate in Writing for Children, University of Washington,

Professional and Continuing Education, Certificate Programs, 2005-2006

**Areas of research interest:** Education

**Foreign language competence:** Sinhalese = 5

**Experience:**

Library Assistant, University of Washington Suzzallo Library, South Asia Acquisitions, 1973

Library Assistant, University of Washington Suzzallo Library, Cataloging Section, 1979-80

Environmental Protection Agency Main Library in Washington, D.C., 1988

Mahamaya Girls College, Kandy, Sri Lanka, Library Supervisor

British Council Library in Kandy, Sri Lanka, 1990

Eton School, Bellevue, Teacher, Librarian, 1993-2000

Library Specialist, South Asia, Monographic Cataloging, Suzzallo Library, 2000-present

**Percentage of time devoted to teaching South Asian Studies courses:** N/A

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### MATHEMATICS

**GANGOLLI, Ramesh**, Professor Emeritus, Department of Mathematics, Adjunct Professor, Music; Year of appointment: 1962

**Education:** B.A. (Mathematics), University of Bombay, 1954

M.A., (Mathematics), Cambridge University, 1957

Ph.D., (Mathematics), MIT, 1961

**Major fields of interest & research:** Mathematics; Indian vocal music

**Foreign Language Competence:** Marathi = 5, Hindi = 4, Sanskrit = 3, English = 5, French = 2\*

**Overseas / academic / field experience:** India, Australia, several countries in Europe

**Distinctions:** Visiting Professor, Indian Institute of Technology (Kanpur) and at the Indian Institute of Science, supported by the National Board for Higher Mathematics (India), 2008-2010; President of *Ragamala* (a volunteer organization based in Seattle, devoted to the Music of India and South Asia, which he helped to found in 1981.)

**Recent publications:**

[forthcoming] Translating Tukaram: Footnotes to an Attempt. Written at the invitation of Prof. Pramod Talgeri, Vice-Chancellor of the Indian Multiversity in Pune, as an article for a web publication on the occasion of the 400th anniversary of Tukaram's birth.

2009[1999] Asian Contributions to Mathematics. *Portland Public Schools Geocultural Baseline Essay Series* [by invitation from the school district].

2008 Music and Mathematics. *Perspectives on New Music* 45(2):51-56 [by invitation of editors].

**Course taught:** Music 428, Introduction to the Music of North India

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

### NEAR EASTERN LANGUAGES AND CIVILIZATION

**BADIEE, Maryam**, Lecturer of Persian, Department of Near Eastern Languages and Civilization; Year of appointment: 2012

**Education:** B.A. (Persian Literature), Tehran University, 1991

M.A. (Iranian Ancient Cultures and Languages), Azad University, 1996.

**Major fields of interest & research:** History of Persian language, poetry, and contemporary literature

**Foreign Language Competence:** Persian = 5, Arabic = 4\*

**Language Pedagogy Training:** UW Startalk Teacher Training, July 2014

**Overseas / academic / field experience:** Over 12 years of experience teaching Persian abroad.

**Courses taught:** PERS 421-23 Advanced Persian

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**SHAMS, Shahrzad Sherry**, Lecturer of Persian, Department of Near Eastern Languages and Civilization; Year of appointment: 2010

**Education:** B.A. (Linguistics), California State University, Fullerton, 1980

M.A. (Linguistics), California State University, Fullerton, 1985

**Major fields of interest & research:**

**Foreign Language Competence:** Persian = 5\*

**Language Pedagogy Training:**

**Overseas / academic / field experience:**

**Courses taught:**

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## PHILOSOPHY

**POTTER, Karl H.**, Emeritus Professor, Department of Philosophy, Year of appointment: 1970

**Education:** B.A., University of California, 1950

M.A., Harvard, 1952

Ph.D. (Philosophy), Harvard, 1955

**Major fields of interest & research:** Indian philosophy, philosophy of language

**Foreign Language Competence:** Sanskrit = 2, French = 2, German = 1\*

**Overseas / academic / field experience:** India - 15 visits since 1982; England - 1986

**Recent publications:**

*Buddhist Philosophy from 100 to 350 A.D.* Volume eight of the Encyclopedia of Indian Philosophies.

Motilal Banarsidass, Delhi, 1999.

“Gangesa” (pp. 584-585), “Madhusudana Sarasvati” (590-591), “Sriharsa” (625-626), “Vacaspati Misra” (632-633) and “Vidyaranya” (636-637) in Robert L. Arrington (ed.), *A Companion to the Philosophers* (Oxford, U.K. and Mendham, Mass.: Blackwell Publishers, 1999.

“Truth vs. workability rehashed,” in *Concepts of Knowledge East and West* (Calcutta 2000), pp. 223-233.

“Contributions of the study of India to various academic disciplines: Philosophy” in J.W. Elder, E.C. Dimock, jr. and A.T. Embree, eds. *India's Worlds and U.S. Scholars*, New Delhi: Manohar: American Institute of Indian Studies 1998, 385-398.

**Courses taught:** PHIL 386, 412, 413, 418, 586, SISSA 386, SNKRT 560

**Percentage of time devoted to teaching South Asian Studies courses:** 50-100%: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### POLITICAL SCIENCE

**BRASS, Paul R.**, Professor Emeritus, Department of Political Science and JSIS; Year of appointment: 1965

**Education:** A.B., (Government), Harvard, 1958; M.A., (Political Science), Chicago, 1959; Ph.D., (Political Science), Chicago, 1964

**Major fields of interest & research:** Collective violence, ethnicity and nationalism, politics of India

**Foreign Language Competence:** Hindi = 2 French = 2\*

**Overseas / academic / field experience:** India: 20-25 trips since 1961; France: 1987-88; Israel: 1988;

**Distinctions:** Mellon Emeritus Fellowship

**Recent publications:**

2012: *An Indian Political Life: Charan Singh and Congress Politics, 1957 to 1967: Regionalism, Discontent, and Decline of the Congress (Volume II)*. Thousand Oaks, CA: SAGE Publications.

2011: *An Indian Political Life: Charan Singh and Congress Politics, 1937 to 1961 (Volume I)*. Thousand Oaks, CA: SAGE Publications.

2006: *Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India*. Gurgaon: Three Essays Collective.

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%: X                      25-50%:                      25% or less:

**CALLAHAN, Mary**, Associate Professor, International Studies; Year of Appointment: 1999

**Education:** B.A. (American Politics & Political Theory) with highest honors, Pennsylvania State University, 1983

M.Sc. (Political Philosophy), London School of Economics and Political Science, 1984

M.Sc. (Asian Politics), University of Queensland, Brisbane, Australia, 1989; M.A. (Political Science) Cornell, 1991

PhD (Government) Cornell, 1996

**Number of theses supervised** (past 5 years): 6 PhD, 8 MA

**Major fields of interest & research:** Civil-military relations, Southeast Asian politics, comparative politics, ethnic conflict, political parties and elections

**Foreign language competence:** Burmese = 5; French = 2; Spanish = 2\*

**Overseas / academic / field experience:** England 1984; Australia 1989; Southeast Asia 1989-1992; Burma 2004-14 (48 mo)

**Distinctions:** 2006 Harry Benda Prize, Best First Book on Southeast Asia, Association for Asian Studies; 2004 Henry M. Jackson Foundation Grant

**Recent Publications:**

2014 "Ethnicity without Meaning, Data Without Context: The 2014 Census, Identity and Citizenship in Myanmar,"

Transnational Institute

2013 "Documentation of Risk Mitigation Report: The 2014 Census Pilot in Myanmar," with Nancy Stiegler and Christoph LeFranc, United Nations Population Fund, May 2013

2013 "2014 Myanmar Census: Political Risk Assessment," with Daw Tin Tin Win, United Nations Population Fund

2012 "The Generals Loosen Their Grip," *Journal of Democracy* 23:4

2012 "Drivers of Change in Post-Junta, Constitutional Burma," US Agency for International Development, 6 February 2012

**Courses taught:** SIS495: Task force on privatization of foreign aid; SIS456: State-society relations in the Third World; SISSE343: Southeast Asian Politics; SISSE490: Human rights and humanitarianism in Asia

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**PRAKASH, Aseem**, Walker Family Professor for the College of Arts and Sciences, Political Science; Year of appointment: 2002

**Education:** B.A. (Economics), University of Delhi, 1986; M.B.A. Indian Institute of Management, Ahmedabad, 1988; Ph.D. (Joint in Public and Environmental Affairs, Political Science), Indiana University, Bloomington, 1997

**Number of theses supervised (past 5 years):** 28

**Major fields of interest & research:** Environmental policy and management; private governance and public law; economic globalization

**Foreign Language Competence:** Hindi =5, Sanskrit = 1, Punjabi = 2\*

**Overseas / academic / field experience:** Lived in India from 1965-1993

**Distinctions:** 2014-15, (with Mary Kay Gugerty) Vice-President, International Studies Association; 2011, The Global Emergence of NGO & Nonprofit Voluntary Regulation, National Science Foundation; 2010, Regulation & Governance Best Paper Prize (coauthored with Mary Kay Gugerty).

**Recent Publications:**

2014 “Voluntary Regulations and Innovation: The Case of ISO 14001.” *Public Administration Review*, 74 (2): 233-244 (with Sijeong Lim)

**Courses taught:** NGO Politics; International Political Economy; International Relations: Approaches and Issues; American Foreign Policy; World Politics; NGO Politics; Corporate Social Responsibility.

**Percentage of time devoted to teaching South Asian Studies courses:**

50-100%:                      25-50%:                      25% or less: X

## SCHOOL OF LAW

**LOMBARDI, Clark B.** Director of Islamic Legal Studies; Professor, Law School; Year of appointment: 2004

**Education:** B.A. (Religion), Princeton University, 1990; M.A., Columbia University, 1995; J.D., Columbia Law School, 1998; Ph.D. (Religion: Islamic Studies), Columbia University, 2001

**Number of theses supervised (past 5 years):** 3

**Major fields of interest & research:** Islamic religion, Comparative Islamic law, Comparative religion and law, comparative federalism.

**Foreign Language Competence:** French = 4, German = 3, Arabic = 3, Indonesian = 3, Malay = 2\*

**Overseas / academic / field experience:** National University of Singapore (2008), 2 research trips to Pakistan, 2 research trips to Malaysia, 1 trip to Indonesia; ongoing trips to Afghanistan.

**Distinctions:** Carnegie Scholar, 2007-09; Luce Grant on Religion and Human Security, 2007-09; 2008 World Book of the Year Award in Islamic Studies

**Recent Publications:** *Oxford Encyclopedia of Islamic Law* (Jonathan Brown, Fareeha Khan, **Clark Lombardi** & Andrew March eds., Oxford University Press, forthcoming).

*Designing Islamic Constitutions: Past Trends and Options for a Democratic Future*, 11 Int'l J. Const. L. 615-45 (2013).

*Constitutional Provisions Making Sharia "A" or "The" Chief Source of Legislation: Where Did They Come From? What Do They Mean? Do They Matter?*, 28 Am. U. Int'l L. Rev. 733-74 (2013).

Clark B. Lombardi & R. Michael Feener, *Why Study Islamic Professionals?*, 21 Pac. Rim L. & Pol'y J. 1-12 (2012).

*Can Islamizing a Legal System Ever Help Promote Liberal Democracy?: A View from Pakistan*, 7 U. St. Thomas L. J. 649-91 (2010).

*Islamization as a Liberal Response to States of Emergency*. Cambridge University Press (2009).

**Courses taught:** U.S. Constitutional Law, U.S. Federal Courts Law, Afghan and Pakistani Law.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### SCHOOL OF PUBLIC HEALTH

**BEZRUCHKA, Stephen**, Senior Lecturer, Department of Health Services, School of Public Health; Year of appointment: 2008

**Education:** B.Sc. (Mathematics & Physics), University of Toronto, 1966; A.M. (Mathematics), Harvard University, 1967; M.D., Stanford University, 1973; M.P.H., Johns Hopkins University, 1993

**Major fields of interest & research:** Effective healthcare in America; theories of global health; medical harm; medical tourism in Nepal

**Foreign Language Competence:** Ukrainian, French, Nepali

**Distinctions:** School of Public Health and Community Medicine 2008 Faculty Community Service Award; School of Public Health and Community Medicine 2002 Outstanding Teaching Award; Johns Hopkins School of Hygiene and Public Health MPH Scholarship, 1992-93; Woodrow Wilson Fellowship, National Research Council of Canada Fellowship, 1966-69.

**Recent Publications:**

2012 "The Hurrier I Go the Behinder I Get: The Deteriorating International Ranking of U.S. Health Status." *Annual Review of Public Health* 33(1):157-173.

2010 "Health Equity in the USA." *Social Alternatives* 29(3): 50-56.

2009 "The effect of economic recession on population health." *CMAJ* 181(5): 281-285.

**Courses taught:** Hserv 492/Gh 490 The Health of Populations; Gh 514 A/B/C Global Societal Determinants of Health; Hserv 591 Fall & Spring COPHP; Hserv 490 C A Practical Introduction To Ethnographic Methods In Public Health

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

**DOWNER, Ann E.**, Associate Professor, Department of Global Health; Adjunct Associate Professor, Department of Health Services Program; Executive Director, International Training and Education Center for Health; Year of appointment: 1997

**Education:** B.A. (Education), Western Washington University, 1979; M.S. (Health Education), University of Washington, 1984; Ed.D. (Educational Leadership), Seattle University, 1996

**Number of theses supervised (past 5 years):** 6

**Major fields of interest & research:** Assessment, strategic planning, intervention design, implementation and evaluation of domestic and international HIV/AIDS/STI prevention, treatment and care programs; health communication; instructional design; educational leadership and management

**Overseas / academic / field experience:** Angola, Botswana, the Caribbean Region, China, Ethiopia, Haiti, India, Malawi, Mozambique, Namibia, Peru, South Africa, Tanzania, Thailand, Uganda, Ukraine, Vietnam, and Zimbabwe.

**Distinctions:** Fulbright Specialist, US Dept. of State, 2014; Faculty Community Service Award, UW School of Public Health, 2011; USAID Grant: Improving HIV/AIDS Training & Service Delivery in the Caribbean, 2004-09;

EngenderHealth, Inc. Grant: AIDS Population and Health Integrated Assistance Program, 2006-11; Academy for Educational Development Grant: Partnership for Health and Development Communication Leadership, 2008-09; CDC Grant: Strengthening Graduate-Level Public Health Education in the Government of the Republic of Namibia Under the President's Emergency Plan for AIDS Relief, 2009-10

**Recent Publications:**

Achembong, Leo Ndiangang; Ashu, Agbor Michael; Hagopian, Amy; **Downer, Ann**; Barnhart, Scott. Cameroon

mid-level providers offer a promising public health dentistry model, *Human Resources for Health*, Nov. 2012; 10(1):46.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**RAO, Deepa**, Assistant Professor, Department of Health Services, School of Public Health; Year of appointment: 2009

**Education:** BA, University of Chicago, 1995; MA University of Chicago, 1996; PhD. Illinois Institute of Technology, 2004.

**Number of Theses Supervised (past 5 years):** 26

**Major fields of interest & research:** Global Mental Health, Stigma Reduction, Chronic Diseases, HIV/AIDS, Social Justice and Human Rights

**Foreign Language Competence:** Kannada - 4

**Overseas / academic / field experience:** India, Kenya

**Distinctions:** UW School of Public Health Faculty Outstanding Community Service Award (2014)

National Institutes of Health Loan Repayment Program (2009-2014)

Fulbright Senior Research Fellowship (Awarded but Declined, 2012)

**Recent Publications:** Kuleza, M., Raguram, R., & Rao, D. (In Press). Perceived Mental Health Related Stigma, Gender, and Depressive Symptom Severity in a Psychiatric Facility in South India. *Asian Journal of Psychiatry*.

Rao, D., Horton, R., Raguram, R. (2012). Gender Inequality and Structural Violence among Depressed Women in South India. *Social Psychiatry and Psychiatric Epidemiology*, 47(12):1967-75.

Jeyaseelan, L., Kumar, S., Mohanraj, R., Rebekah, G., Rao, D., Manhart, L. (2012)

Assessing HIV/AIDS Stigma in South India: Validation and Abridgement of the Berger HIV Stigma Scale. *AIDS and Behavior*, 17(1):434-43.

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less X

## SCHOOL OF SOCIAL WORK

**NAGDA, Biren (Ratnesh) A.** Professor, School of Social Work; Director, Intergroup Dialogue, Education & Action Center; Year of appointment: 1996

**Education:** B. S., University of Michigan, Ann Arbor, 1988

MSW, University of Michigan, Ann Arbor, 1989; M.A. (Psychology), University of Michigan, Ann Arbor, 1996

Ph.D. (Social Work and Psychology), University of Michigan, Ann Arbor, Michigan, 1996

**Number of thesis supervised (past 5 years):** 2

**Major fields of interest & research:** Multicultural community practices, Spiritualism and social work, Democracy and transformative pedagogy

**Foreign Language Competence:** Hindi = 4, Gujarati = 5\*

**Overseas / academic / field experience:** India 1994-95, 2000

**Distinctions:** 2014 BASW Students' Choice Teaching Award; 2013 Faculty Partner Award, UW Office of Minority Affairs & Diversity; 2011, 2010, 2009, 2008, 2004, 2003 BASW Students' Choice Teaching Award, UW School of Social Work; 2009 Samuel E. Kelly Distinguished Faculty Lecture, University of Washington.

**Recent Publications:**

P. Gurin, Nagda, B. A., & X. Zúñiga. (2013). *Dialogue across Difference: Practice, Theory and Research on Intergroup Dialogue*. NY: Russell Sage Foundation.

K. Maxwell, Nagda, B. A., & M. C. Thompson. (2011). *Facilitating Intergroup Dialogues: Bridging differences, catalyzing change*. Sterling, VA: Stylus Publishing.

Nagda, B. A., Tropp, L. R., & Paluck, E. L. (2006). Looking back as we look ahead: Integrating research, theory and practice on intergroup relations. *Journal of Social Issues*, 62(3), 439-451.

**Courses taught:** SocWf443A, SocWf442A, SW534

**Percentage of time devoted to teaching South Asian Studies courses:** 25% or less: X



## APPENDIX C – Profiles for U Washington South Asia Project Personnel

### SUPPORT STAFF

**DONALD CRAIG 50% International Studies Database Manager, JSIS**

**Education:** D.M.A. (Doctor of Musical Arts), University of Washington, 2006

**Experience:** Database base building and management.

**Contributions to strength of program:** Manage data for the yearly federal reporting; build and maintain the online FLAS application; develop and build surveys; develop and manage database schema to manage faculty, courses, events, alumni, students, jobs, and media information; manage content and support processes for databases; provide consultative support to the Associate Directors of the National Resource Centers and Student Services on information system best practices and identify redundancies

**HASLAM, Mark**, Director of Computing Services (1 FTE), Year of appointment: 2007

**Education:**

B.A. (Linguistics), University of Washington, 1997

**Experience:** 15 years experience supporting academic computing

**Contributions to Strength of Program:** provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**LATSCH, Wolfram**, Director, Office of Student Service, appointed 2013; International Studies: Core and Gate Way - Director of Office of Student Services; Center for Studies in Demography & Ecology: Director of Training

**Education:** B.A. University of Sussex, 1990

M.S. Oxford, 1991

Advanced Studies Certificate Program in International Economic Policy research, Institut für Weltwirtschaft,

University of Kiel, Germany, 1992

Ph. D. Oxford, 2000

**Languages:** French = 2, German = 3

**Field Experience:** Research in Tanzania and Zimbabwe, teaching in Japan

**Experience:** Lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

**Contributions to strength of program:**

Direct functions at the Student Services Office, including advising, admissions, outreach, curriculum, and career

services; national recruitment for nine graduate programs.

**MARTS, Joan**, Undergraduate Student Advisor (.5 FTE); Year of appointment: 2009

**Education:** B.A., University of Washington

**Foreign Language Competence (1-3 scale):** Spanish = 2\*

**International Experience:** travels in Spain, Denmark, Germany, Austria, Italy, Morocco, Mexico, and Canada

**Professional Experience:** 19 years at UW, with 16 years in student advising; 22 years event and conference coordination

**Contributions to Strength of Program:** academic, career, and personal advising to students and families through in-person appointments, online, and phone; work extensively with student database systems and various software packages to present up-to-date information for students; Share perpetual updates with students and families regarding University-wide policies that affect student performance and academic planning. Assist students with foreign study concerns and course planning during their time abroad. Serve as liaison between students, faculty, campus-wide departments, and the public-at-large regarding urgent issues that arise during academic planning; Coordinate with team for planned events, ranging from information sessions and faculty meetings, to presentations for campus-wide or select groups on behalf of the School. Continue attendance at informational meetings with Advisors, SLINK, APAC and other relevant workshops.

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**MILLIGAN, Paula**, Graduate Program Advisor (1 FTE); Year of appointment: 2001

**Education:**

B.A., University of Washington

**Foreign Language Competence (1-3 scale):** Classical Greek = 1; Latin = 1

**Experience:** 10 years experience in academic counseling

**Contributions to Strength of Program:** advise JSIS students; graduate recruitment; assist faculty petition for GO-MAP (Graduate Opportunities and Minority Achievement Program) funding

**MORAN, Peter**, Director, International Programs and Exchanges, Office of Global Affairs; Year of appointment: 2009

**Education:** B.A. (Anthropology/Religion), Tufts University, 1986

M.A. (Anthropology), University of Washington, 1990

Ph.D. (Anthropology), University of Washington, 1999

**Major fields of interest & research:** Buddhism, Nepal, Tibetan communities, anthropology of tourism, international education

**Foreign Language Competence:** Nepali = 5, Classical and Modern spoken Tibetan =3\*

**Overseas / academic / field experience:** Nepal, Tibet, India

**Recent Publications:**

2009 Review of *The Violence of Liberation: Gender and Tibetan Buddhist ... and Tibetan Buddhist Revival in Post-Mao China*: American Ethnologist Vol. 36, no. 2

2007 Review of *The Tibetans. Himalaya the Journal of the Association for Nepal and Himalayan Studies*: Vol. 27, no. 1, Article 11.

2004 *Buddhism Observed: Travelers, Exiles and Tibetan Dharma in Kathmandu*. London, Routledge Press.

2004 "Tibetan Buddhism" and "Dalai Lama." *The Encyclopedia of Politics and Religion*. Washington, D.C., Congressional Quarterly Books.

1998 "Tibetan Buddhism" and "Dalai Lama." *The Encyclopedia of Politics and Religion*. Washington, D.C., Congressional Quarterly Books.

**Work Experience**

2005-09 Director, Nepal Fulbright Commission, Kathmandu, Nepal

2004-05 Academic Director, School for International Training, Kathmandu, Nepal

2001-03 Director, International Honor's Program, "Challenges of a Global Culture," Boston University

1999-2003 Director of Trinity-in-Nepal, Trinity College, Hartford, CT

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**OPPENHEIMER, DVORAH**, Financial Administrator, (1 FTE); Year of appointment: 1999

**Education:**

B.A., University of Washington, 1983

Accounting Degree, Alameda College, 1985

**Experience:** 30 years experience in bookkeeping

**Contributions to Strength of Program:** help manage financial aspect of grant and all budgets within JSIS;

communication with Office of Sponsored Programs; FLAS coordinator

**READ, Toni**, Assistant to the Director (1 FTE); Year of appointment: 2001

**Education:**

B.A., University of Washington, 1999

**Experience:** 30 years experience in office management, executive support, and human resources administration

**Contributions to Strength of Program:** conduct all aspects of faculty and staff searches and hiring; ensure proper staffing needs are met in all programs and at sponsored events; represent JSIS by assisting with University- sponsored events; determine space allocation for all programs and office assignments for faculty and staff; process visa applications for international Visiting Scholars to JSIS programs; assist Director and programs with broadening visibility of JSIS across campus and the wider community

## APPENDIX C – Profiles for U Washington South Asia Project Personnel

**WILSKIE-KALA, Molly.** Program Coordinator, South Asia Studies (25% FTE); Southeast Asian Studies (25% FTE); appointed 2011.

**Education:** Masters in Public Administration University of Washington in progress; BA Asian Studies (South Asia focus) University of Washington 2004; BA Comparative Religion University of Washington 2004.

**Foreign Language Competence (1-5 scale):** Tamil 2, Japanese 1

**Experience:** Three years as Program Coordinator with the South Asia and Southeast Asia Centers in the Jackson School of International Studies; three years as Program Officer with Prosthetics Outreach Foundation working in Vietnam, Sierra Leone, and Bangladesh; two years as Language Specialist Team Lead at Microsoft in Bangalore, India.

**Contributions to Strength of Program:**

Compile and maintain statistical data for NRC reports and grant applications.

Produce annual and quarterly curriculum information for graduate and undergraduate students, and for faculty use.

Make travel and lodging arrangements for visiting faculty and dignitaries, process reimbursements.

Develop and design promotional materials for center events and courses.

Keep minutes for faculty meetings.

University of Washington South Asia NRC / FLAS 2014-2017  
Performance Measure Forms

1. Project Goal Statement: Build South Asia language learning capacity

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 5% # of UW students enrolling in advanced level language-use and target-language-reading-and-discussion courses bi-annually	Initiate targeted in-topic reading course (GPRA1.3)  Expand Advanced Conversational Hindi course to include Urdu Conversation (GPRA1.3)  Coordinate advanced level language courses with topical courses  Disseminate information about <i>Directed Readings in Bangla</i>  Initiate Urdu Language Major in Asian L&L (GPRA1.4)								
2. Increase by 10% the # of community language school instructors attending pedagogy workshops annually	Conduct detailed planning sessions with UW College of Education faculty Varghese, AL&L faculty Shapiro and Ahmad (CP2)  Expand existing relationship with leaders of community language schools to create Language Instructor Leader Group  Hold annual workshops for community language school instructors (CP2)								
3. Increase performance based instructional capacity of UW instructors by 2016	Send Bangla instructor to LCTL Training in year 1  Send Hindi instructor to LCTL Training in year 3  Expand use of IRL-based evaluation tools to all languages by year 3 (GPRA2.3)								

University of Washington South Asia NRC / FLAS 2014-2017  
Performance Measure Forms

2. Project Goal Statement: Expand South Asia area expertise on- and off- UW Campus									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
1. Increase by 5% the number of students on study abroad programs in South Asia	Formalize study abroad connections with Jamia Millia Islamia and JNU (IP)				BL	T1	T2	T3	T4
	Create new linkages between existing UW coursework and study abroad programs								
	Coordinate with UW Business School to include more non-Business majors on their existing programs								
2. Increase by 10 % the number of students at MSI institutions enrolled in courses with significant South Asia content annually	Create new joint MA in Business/SAS (GPRA1.4)								
	Expand enrollments in SAC sponsored study abroad program by opening to non-UW students								
	Create new modules at MSI institutions by hosting Asian Studies fellows (CP1)								
3. Increase by 25% the SA content in community college courses, one course annually	Host MSI Asian Studies fellow on South Asia learning trip in year 2 (CP1)								
	Sponsor MSI Fellow to attend AAS or comparable conference in year 3 (CP1)								
	Create new modules at Community College MSI institution with development grants (CP1)								
	Conduct in-class visits to Community College Classrooms								
	Disseminate information on SAS to Community College advising offices								

University of Washington South Asia NRC / FLAS 2014-2017  
Performance Measure Forms

4. Increase response to Area Studies and Foreign Language Impact Project by 5%	Analyze existing data from 2013 survey (year 1)  Revise requested information (year 2)  Implement UW sponsored incenvitization to increase survey response rate (year 3)								
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3. Project Goal Statement: Create increased learning capacity in non-university settings									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
1. Increase by 5% the # of pre-service teachers able to teach South Asia topics annually	Institute UW Seattle education course (CP2)  Enhance UW Tacoma Education course (CP2)  Enhance Newspapers in Education classroom partnerships				BL	T1	T2	T3	T4
2. Increase by 10% the distribution of materials related to the South Asia Book Award annually	Support teacher participation in award jury for SABA  Compile schools eligible as serving large under-represented populations  Distribute awarded books and curriculum to identified schools								
3. 2. Increase by 25% the number of businesses aware of workshop "Doing Business in India" by year 2	Work with UW CIBE. to disseminate information  Partner with Trade Development Alliance for joint dissemination of information  Work with State of WA Commerce Dept. to disseminate information								





Office of the President

MS 1-1  
P.O. Box 98000  
Des Moines, WA 98198-9800

June 12, 2014

Dr. Laurie Sears  
Professor of History  
Director, Southeast Asia Center  
JSIS, University of Washington  
Seattle, WA 98195

Re: Letter of Support for Collaborative Project between Highline Community College  
and the University of Washington

To: Laurie Sears, Anand Yang, Bill Lavelly, Sara Curran, and Scott Radnitz:

It is my pleasure to submit this letter in support of the participation of Highline Community College in the "Global Competencies in 21st Century Asian Studies, 2014-2018," a collaborative project with the University of Washington Title VI National Resource Center Asia and International Studies colleagues. Each of our institutions has considerable international experience and strong institutional support for this project. The process has been a collaborative one so far with the Asia Centers willing to integrate efforts on a four-year plan that speaks to the needs of innovative Community College faculty.

Our UW colleagues are aware of the recent recognition that Highline has received as a recipient of the AACC Award of Excellence for Advancing Diversity, and by engaging external colleagues, it is hoped that increased awareness will provide additional successful strategies. In so doing, our institutions can further develop a shared commitment to providing access to higher education for underserved populations and for creating campus communities that value diversity and global understanding. Highline Community College already has ongoing Asia Programs with Indonesia and China, and in future, we look forward to engaging with Japan and Korea as well as the Islamic parts of South and Central Asia.

Highline Community College in Des Moines is located in South King County, a neighborhood where many Asian Americans from Southeast and East Asia reside, and it serves a highly diverse student population, many of whom have backgrounds linked to Asian Studies.

We are pleased that our UW colleagues are aware of our faculty needs for professional development opportunities as well as course development opportunities with UW faculty colleagues as collaborators. Highline faculty are leaders in the development of curriculum in cultural competencies and these combined experiences will prove beneficial for both institutions to further global understanding in higher education. To implement this initiative, it is proposed that a Project Steering Committee made up of three faculty and staff from both Highline Community College and the University of Washington will be able to initiate discussions of how to develop various modules. We look forward to institutionalizing

new curriculum modules in Asian and International Studies at Highline Community College over the next four years.

Thank you for the opportunity to support this unique and important higher education partnership.

Sincerely,



Jack Bermingham, PhD  
President  
Highline College